DOCUMENT RESUME

ED 444 877 SO 027 856

AUTHOR	Kretman, Kathy Postel, Ed.
TITLE	Learning Leadership: A Curriculum Guide for a New Generation, Grades K-12.
INSTITUTION	Maryland Univ., College Park. Center for Political Leadership and Participation.; John F. Kennedy High School, Silver Spring, MD.
PUB DATE	1996-00-00
NOTE	140p.
AVAILABLE FROM	Center for Political Leadership and Participation, 1126 Taliaferro Hall, University of Maryland, College Park, MD 20742-7715.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Case Studies; *Citizenship Education; *Demonstration Programs; Elementary Secondary Education; Leaders Guides; *Leadership; *Leadership Training; Learning Activities; Social Studies; *Student Participation
IDENTIFIERS	*Leadership Development Program; Leadership Effectiveness; Learning Across the Curriculum

ABSTRACT

Schools are the natural laboratories for examining and fostering strong leadership, followership, group problem solving, and citizenship. Today most leadership scholars see leadership as a process of a functional role in a group, which may be taken up later by another individual depending on the needs and tasks of the group. This curriculum guide is the result of a model partnership between a university and a high school in developing the beginnings of a school for citizenship and leadership. The guide begins with a foreword by James MacGregor Burns, a preface by the editor, and an introduction, "Why Teach Leadership?" by Gill Robinson Hickman. It is then divided into three sections: (1) "Getting Started--John F. Kennedy High School: A Case Study" (Juana Bordas with Lisa Levin Itte); (2) "Foundations of Leadership--A Model High School Leadership Course" (Jeff Schultz); and (3) "Leadership Learning across the Grades and Disciplines--Sample Lessons and Activities for Grades K-12" (Carol Starr). An afterword by Donald N. Bigelow and a list of suggested readings and resources conclude the guide. Attached are four appendixes: "Predicting High School Student Leadership" (Benjamin Schneider; Michelle C. Paul; Susan Schoenberger); a list of 1995 CivicQuest Teachers' Institute participants; contributors; and acknowledgments. (Contains 14 references.) (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 444 877

LEARNING LEADERSHIP:

A Curriculum Guide for a New Generation Grades K-12

SO 027 856

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

C I V I C Q U E S T

A Joint Project of the Center for Political Leadership and Participation,
University of Maryland at College Park and John F. Kennedy High School, Silver Spring, MD

Funded by
Dwight D. Eisenhower Leadership Development Program,
U.S. Department of Education

BEST COPY AVAILABLE

The ancient Greeks had a formal system of educating young people to assume leadership. They called it Paideia. Today, although future U.S. presidents, Supreme Court justices, House and Senate members, CEOs, and grassroots leaders sit in the classrooms of America, we have no such system. Instead, our young people are left to these same devices to shape a haphazard and largely self-made path to future leadership.

More than thirty years ago, John W. Gardner observed that American colleges and universities prepared their best students to become scholars, scientists, and professionals, but no one was focusing on developing leaders. "Everyone wants to educate the technical expert who advises the leader, or the intellectual who stands off and criticizes the leader, but no one wants to educate the leader," he observed. Gardner charged, "We are immunizing a high proportion of our most gifted young people against any tendencies to leadership."

We still have not taken up Gardner's challenge. In fact, one could argue that today's young people are educated neither to lead nor to follow. Learning to lead and to follow, to engage in social action, to educate and prepare for change, to empower self and others, and to contribute to civic life are critical developmental skills for each member of a civil society. Schools are the natural laboratories for examining and fostering strong leadership, followership, group problem-solving, and citizenship.

One of the myths about leadership is that it is inherent in some people and not in others. Today's most leadership scholars now see leadership as a process, not a person. It is a functional role in a group, which may be taken up later by another individual, depending on the needs and tasks of the group.

Since every person is both a leader and a follower in life, the opportunity to learn about, develop, and reflect upon leadership and followership in the context of small, naturally occurring groups should be at the core of our educational system. What follows is a curriculum and a model partnership between a university and a high school to developing the beginnings of what James MacGregor Burns called a "Paideia in America" — a school for citizenship and leadership.

Georgia Sorenson, Director
The Academy of Leadership
Center For Political Leadership and Participation
University of Maryland at College Park

October, 1996

BEST COPY AVAILABLE

LEARNING LEADERSHIP:

A Curriculum Guide for a New Generation Grades K-12

CIVICQUEST

A Joint Project of the Center for Political Leadership and Participation,
University of Maryland at College Park and John F. Kennedy High School, Silver Spring, MD

Funded by
Dwight D. Eisenhower Leadership Development Program,
U.S. Department of Education

Copyright © 1996 Center for Political Leadership & Participation (CPLP)
1126 Taliaferro Hall
University of Maryland
College Park, Maryland 20742-7715

Layout and Design by University Printing Services, College Park, MD
Printing by Forms 'N Print, Hyattsville, MD

DEDICATED TO

THE CLASS OF 1996
THE LEADERSHIP TRAINING INSTITUTE
JOHN F. KENNEDY HIGH SCHOOL

Ramona Ahmed
Ryan Billie
Alex Bohun-Chudyniv
James Bond
John Bond
Luke Childers
Michael Cipu
Nilande Coblentz
Matthew Cohen
Stephanie Colby
Esther Cornfeld
Sid Dhawan
Ronye Dobbs
Bruce Edwards
Laura Fernie
Lesley George
Keith Ghion
Demetrio Gonzalez
Soraya Grieser
Robin Henderson
Albert Ketler
Philip Kominski
Katherine Kowalchek
Noah Lazar
Heather Levy
David Monsees
Tran Nguy
Chi Nguyen
Mai Nguyen
David Park
Riccardo Pietrobono
Janelle Ragno
Angela Reddick
Michael Reiter
Sean Rowsome
Jae Ryu
Daniel Sadan
Daniel Schultz
Annie Shih
Kristen Smith
Deborah Sotzsky
Catherine Walsh
Thema Willette
Thomas Wu
Sarah Yecheskel
Peter Yeung
John Yoo
Jan Zalcman

FOREWORD

At your next party try a parlor game I will call "Leadership: Back to Square One." Ask your guests to identify -- in their own fields of expertise or interest -- the great leaders, intellectual or political, of around fifty years ago. Perhaps they will come up with John Dewey in philosophy, Walter Lippmann in journalism, Franklin Roosevelt and Dwight Eisenhower in presidential and military leadership, Reinhold Niebuhr in religion, civil rights leaders like Mary McLeod Bethune, business leaders like Wendell Willkie, social reformers like Eleanor Roosevelt and Frances Perkins, and so on. Then ask your guests to identify any current leaders in their fields who will be similarly remembered fifty years from now. I expect you will receive a few blank looks.

If you play this game, it may no longer seem a game. It is the basic view of this book that there is a crisis of leadership today in all sectors of American life. This is a crisis of mediocrity--but the challenges ahead cannot long brook mediocrity on the top rungs of our leadership institutions.

Why this mediocrity? All too often, when they are searching for explanations of national problems, commentators unfairly blame education, when the causes in fact are deeply rooted in political and social malaise. But in this case, because teachers have unparalleled opportunities to inspire and elevate children, we can ask whether the educators of Americans have sufficiently seized these opportunities. Teaching is a crucial aspect of leading, and leading of teaching. Whether they wish it or not, teachers are the earliest role models for children outside the family. They have the capacity not only to communicate knowledge and skills but also to embody qualities of compassion, understanding, empathy, and insight that lie at the heart of moral leadership.

How to "teach leadership" -- or even whether leadership can be "taught" -- is one of the oldest debate subjects in both popular and scholarly approaches to leadership. Rather than join the debate, I will leave this question to readers of this book. Here you will not find the usual pontifications about leadership as a vague and ethereal process. You will find -- to a greater degree than in any other book I have seen -- an explicit, specific, and practical classroom guide to the presentation of leadership, in all its significance and variety. You will find

★

Teaching is a crucial aspect of leading, and leading of teaching.

★

virtually complete coverage of leadership concepts and pedagogy on the one hand, and on the other, such nuts and bolts as curriculum design, evaluation methods, and day-to-day lesson plans.

We have heard much over the years about "getting back to basics," some of it rather dubious. This volume brings us to the basics of leadership, creating a foundation among today's children for the emergence of the brilliant leadership, at all levels and in all sectors, that this nation will so desperately need in the century ahead.

James MacGregor Burns
Senior Scholar
Center for Political Leadership and Participation
University of Maryland

CONTENTS

FOREWORD xi
James MacGregor Burns

PREFACE 1
Kathy Postel Kretman

INTRODUCTION 5
Why Teach Leadership?
Gill Robinson Hickman

I. GETTING STARTED 15
John F. Kennedy High School: A Case Study
Juana Bordas with Lisa Levin Itté

II. FOUNDATIONS OF LEADERSHIP 33
A Model High School Leadership Course
Jeff Schultz

III. LEADERSHIP LEARNING ACROSS THE GRADES AND DISCIPLINES 67
Sample Lessons and Activities for Grades K-12
Carol Starr

AFTERWORD 115
Donald N. Bigelow

SUGGESTED READINGS AND RESOURCES 119

APPENDICES 123
Appendix A: Predicting High School Student Leadership
Benjamin Schneider, Michelle C. Paul, Susan Schoenberger
Appendix B: 1995 CivicQuest Teachers' Institute Participants
Appendix C: Contributors
Appendix D: Acknowledgements
Kathy Postel Kretman

PREFACE

Great gifts unused, even unsuspected, are hardly a rarity. No doubt there have always been a great many men and women of extraordinary talent who have died with all their music in them. But it is my belief that with some imagination and social inventiveness we could tap those hidden reserves -- not just for government, not just for business, but for all the diverse leadership needs of a dynamic society.

John W. Gardner

★

We believe that all children, not just student government leaders, have the "music" of leadership within.

★

Tapping the hidden reserves and talents of our children is what leadership education is about -- in part. Preparing young people to meet the challenge of civic engagement -- to have a voice in the public debate--is the other part of the equation. Schools have the power to do both. That's why a group of scholars and educators from the University of Maryland's Center for Political Leadership and Participation and John F. Kennedy High School in Silver Spring, Maryland, joined forces to create this book.

We believe that all children, not just student government leaders, have the "music" of leadership within. We believe that all teachers, whether they teach kindergarten or twelfth grade, language arts or biology, have the capacity in their everyday classroom activities to enable our children to realize their potential as citizen leaders. We are not talking about a special program for the ten self-identified and teacher-identified "leaders". We are talking about a new model of leadership that argues that any individual, located any place in the system, can play a leadership role.

This new model of participatory leadership learning is collaborative, inclusive and oriented toward positive change on behalf of others. It recognizes that core leadership competencies -- critical and creative thinking, problem solving, communication, collaboration, and conflict resolution -- can begin to be taught as early as kindergarten. It emphasizes pedagogy that, as Gill Hickman says in the Introduction, "facilitates student and group interaction, instructor role modeling of leadership in the classroom, and guided empowerment of students to participate actively in their own learning."

What is presented here is the culmination of a two-year CivicQuest Project, funded by the U.S. Department of Education's Dwight D. Eisenhower Leadership Development Program, to design and field test a leadership

curriculum model for high schools. In truth, when we began this project in 1994, we had more questions about leadership than we had answers. Can leadership be taught? Which leadership concepts and competencies should be emphasized? At what age should leadership learning begin? What kind of training do teachers need to teach leadership? How do we measure students' leadership development over time? These were just some of the questions with which we grappled during the course of our project.

★

Our collective experience tells us that leadership education works. It empowers students to be active learners and citizens in school and society.

★

Kennedy High School became our laboratory of leadership. Its Leadership Training Institute (LTI) was the brainchild of a community that saw the leadership program as a way to achieve two objectives: to develop the leadership potential of individual students in a large, multicultural school setting, and to provide opportunities for young people to see themselves as responsible and involved members of the broader community.

When the LTI was established in 1993, the study of leadership in high school was a new phenomenon, and the LTI was a pathbreaker. There were no teaching guides, lesson plans or other models to assist the teachers in creating the program. Similarly, no data existed that could help students with their questions: Would participation in the LTI really increase their leadership potential? Would the added leadership component take valuable time away from instruction in core subjects? Would it improve their chances of getting into colleges of their choice?

In our search for answers, we invited leadership scholars from around the country to visit the high school, observe the classes in session, talk to the students, teachers, and parents, and serve as our advisors. We had the benefit of their experience studying the leadership styles and behaviors of prominent figures, from presidents to corporate officers, and teaching about the leadership process at the university level. We discovered that leadership education needs to take root much earlier than the high school years, so we convened a three-day Institute on Leadership Education for twenty-five K-12 teachers who were willing to create and field-test leadership curricula in their classrooms.

Our collective experience tells us that leadership education works. It empowers students to be active learners and citizens in school and society. *Learning Leadership: A Curriculum Guide for a New Generation* is intended to encourage other educators to make leadership part of the everyday school experience, infused in the core curriculum, developed in cooperative group exercises, and practiced in the real world beyond the school walls. What we present here are our "best practices" in leadership teaching and learning, those

that can be replicated or refashioned to fit a variety of subject areas and/or instructional objectives. Rather than designing a "recipe book" of lesson plans, we have crafted a guide to help teachers formulate their own ideas and approaches toward leadership.

Organization of Learning Leadership

The ***Introduction*** provides the rationale as well as the framework for teaching and learning leadership, highlighting the view that leadership is a process, not a position. Kennedy High School's LTI has proven to be a success story--one that is important to tell because it demonstrates how a community can work together to transform a vision into an innovative reality. ***Chapter One*** describes the LTI experience. While we are convinced that leadership can and should be infused in every subject matter, we also recognize the need for specialized courses that have leadership as their primary focus. ***Chapter Two*** provides a framework for a two-semester high school course, "Foundations of Leadership." In ***Chapter Three,*** sample lessons illustrate how leadership themes can be incorporated into almost any required subject, from kindergarten through high school. The last section of *Learning Leadership* includes a list of relevant readings and resources to assist our readers in preparing our children to meet the leadership challenges of tomorrow.

As President John F. Kennedy said, "It's time for a new generation of leadership...for there is a new world to be won."

Kathy Postel Kretman
CivicQuest Project Director
Editor, *Learning Leadership*

October, 1996

INTRODUCTION

Why Teach Leadership?

Well-developed and solidly supported leadership education programs can make profound changes in the quality and quantity of leadership in the society.

INTRODUCTION

Why Teach Leadership?

Gill Robinson Hickman

We are faced with immensely threatening problems - terrorism, AIDS, drugs, depletion of the ozone layer, the threat of nuclear conflict, toxic waste, the real possibility of economic disaster....

Individuals in all segments and at all levels must be prepared to exercise leaderlike initiative and responsibility, using their local knowledge to solve problems at their level....

Fortunately, the development of leaders is possible on a scale far beyond anything we have ever attempted. For every effectively functioning leader in our society, I would guess that there are five or ten others with the same potential for leadership who have never led or perhaps even considered leading. Why? Perhaps they... have never understood how much the society needs what they have to give....

We can do better. Much, much better.

John W. Gardner
From "A Cry For Leadership"[1]

We *are not powerless* to tackle the major issues facing our society! Our children not only need to know that, they need to be given the tools and experience to make a difference. As educators we can respond to Gardner's challenge through engaging a new generation in the renewal and re-creation of their communities, schools, families, and peers by inspiring them to assume vital roles of leadership and effective participation at the earliest possible age.

Leadership education prepares young people for deliberate, active involvement in society. However, discussions about leadership education programs invariably raise the question "Can leadership be taught?" Many people are skeptical about the ability to teach something that they generally view as an innate quality. But, is this perception really warranted?

When people in the workplace describe their experiences with good leadership, they indicate that the leader shared the vision, had the courage to do the right thing, solved problems creatively, empowered others, followed through on commitments, and opened doors.[2] Effective community or citizen leaders engage others in their efforts to raise the quality of life in the society, have a deep sense of responsibility that comes from the trust that others have given them, give voice to people without political influence, and require accountability from our political, economic and social systems.[3] In most cases, these are leadership "behaviors," not inborn characteristics. Thus, education can be directed toward developing effective leadership behaviors and providing knowledge about leadership.

Leadership education demystifies larger-than-life concepts of leadership by helping students understand and experience this phenomenon as a personal, attainable undertaking. One high school senior described how his ideas had changed as a result of the education and experiences acquired in the Leadership Training Institute (LTI) at John F. Kennedy High School:

> *In the past I believed a leader to be any person that led a group, organization, or another person in either a good or evil direction. But now I realize that real leadership is something positive. A leader does not go in a direction which he already knows to be evil. Leadership means taking the steps to make a positive change in society and in the lives of other people as well as oneself. It also means to help others in the right direction a leader does not have to be a president or a famous person. It can be anyone who aids others to make a positive change by taking action himself.*

★

Leadership means taking the steps to make a positive change in society and in the lives of other people as well as oneself.

★

CONTENT, PROCESS, AND STUDENT COMPOSITION IN LEADERSHIP EDUCATION

Curriculum Content

The foundation for effective leadership education incorporates sound academic content and application-based interactive teaching and learning processes. The *1989 Report on Adolescent Development* provides important insight into curriculum development in leadership education. It indicates that a young person who has developed well through the middle school years will be

1. An intellectually reflective person, analyzing problems and issues, developing new solutions, having good self-expression and listening skills, and being competent in understanding perspectives of multiple cultures;
2. A person en route to a lifetime of meaningful work, seeing work both as a means of economic survival and a source of self-definition; feeling that race, gender and ethnicity do not limit his or her career options; understanding the importance of high school graduation and postsecondary training, and...being able to adjust to a world of changing economic and employment circumstances... having the ability and motivation to continue learning across the life span;
3. A good citizen, contributing responsibly to the events and institutions of his or her community; understanding the values of our nation and acting to promote these values across all levels of our society; and feeling responsible for enhancing the health of the community at local, state, national, and international levels;

BEST COPY AVAILABLE

4. A caring and ethical individual, thinking and acting ethically; understanding the difference between good and bad; accepting responsibility for his or her actions; showing honesty, integrity, tolerance, and appreciation of diversity; and developing and maintaining close relationships with family and friends;
5. A healthy person, showing physical and mental fitness, having a positive self-image, maintaining self-understanding, and possessing appropriate coping skills.[4]

With these developmental criteria in mind, designers of leadership studies curricula should consider the following core areas: critical thinking; self-leadership; ethics; understanding groups, cultures and contexts; and developing leadership competencies. Several models may be utilized to incorporate these core areas. For example, distinct courses or modules may be developed specifically for leadership education, or leadership may be infused into multiple courses throughout the curriculum, including social studies, science, history and English. In the LTI at John F. Kennedy High School, students take a leadership foundations course to provide a common base of understanding about core areas. Additionally, leadership concepts are incorporated into several other courses in the curriculum. In the undergraduate program at the Jepson School of Leadership Studies at the University of Richmond, students begin with a foundations course, then take a series of core, context and competency courses specifically designed for leadership studies. In both programs, the foundation and extended curriculum components provide students with the dimensions illustrated on page 10.

WHY DO WE NEED LEADERSHIP STUDIES?
The Issues
The Study
The Goal
WHAT IS LEADERSHIP?
Definitions
Theories
Approaches
WHAT IS INVOLVED IN THE LEADERSHIP PROCESS?
Characteristics of the Leader
Characteristics of the Followers
Leader-Follower Interactions
WHAT INFLUENCES LEADERSHIP?
The Times/History
The Culture and Multiculturalism
The Context/Setting: Organizations, Community, Political Environment, Social Movements
HOW DO LEADERS INFLUENCE OTHERS?
Understanding Self and Individuals
Motivating Individuals
Leading and Developing Groups
WHAT SKILLS ARE NEEDED FOR EFFECTIVE LEADERSHIP?
Critical and Creative Thinking — Decision Making
Visioning — Problem Solving — Conflict Resolution
Leading Change — Communication — Policy Making
WHAT ARE THE MORAL RESPONSIBILITIES OF LEADERSHIP?

Since leadership is a scholarly and an applied endeavor, an essential component of an effective leadership studies curriculum is experiential learning. This curriculum component includes internships, service learning (i.e. learning leadership through service to the community), and experiential projects or activities linked to projects or assignments in specific courses. Experiential learning allows students to connect the content of their courses with real-world experiences. As indicated by Stanton and Ali, educators are rediscovering experiential learning as an effective curriculum tool, and "seeing it as perhaps the only way to maintain a commitment to the liberal arts and still adequately train students to take on responsible roles in a new and ever-changing society."[5]

This form of learning involves planning, action, and reflection to enhance leadership education. The powerful impact of experiential learning is reflected in the comments of one LTI student:

> *My most meaningful experience at the LTI came in my participating as a mentor/tutor for elementary school kids in our community. Participating in this program made me realize how much the smallest helping hand can make a difference. I was able to help teachers with their overcrowded classes and provide individual attention to my mentees. I extended the use of this experience by taking up the administration of a mentoring program for my senior project.*

Pedagogy

Vital to leadership education is pedagogy that facilitates student and group interaction, instructor role modeling of leadership in the classroom, and guided empowerment of students to participate actively in their own learning. Interactive group learning strategies facilitate opportunities for students to learn from experience. Several writers have chronicled the success of classes organized around group work involving interactive or cooperative strategies which reinforce values of mutual interdependence, community, and shared goals.[6]

Modeling leadership in the classroom begins with identifying the leadership concepts and beliefs that the teacher plans to exemplify and reinforce. These concepts and beliefs may not be the same for every teacher, nor should they be communicated as the only appropriate views of leadership. However, students should be able to recognize the consistency between the leadership practices of their instructor and comparable ideas in leadership literature.[7]

Facilitating opportunities for empowerment of students requires guidance and preparation through planned assignments, readings and exercises as well as coaching and role modeling by the teacher. These steps provide structure for students with limited experience who then can share successfully in the leadership functions. Student empowerment requires risk-taking by teachers and students; in most cases, the benefits far outweigh the risks.

The value of using this type of pedagogy was described convincingly by an LTI student:

> *The LTI teachers, besides teaching us the basic curriculum in an innovative way, have also empowered us with knowledge, support,*

responsibility, and opportunities in order for us to shape our own education. They have allowed us to find the potential within ourselves and to learn from our own accomplishments and mistakes. This has resulted in molding well-rounded students who know how to be both good leaders and good followers at the same time.

Student Composition

A rich mix of students in leadership programs and classes prepares them for leadership in a complex and diverse society. Diversity of cultural heritage, nationality and race, gender, mental and physical challenges, economic status, thinking patterns, political backgrounds, and intelligence level greatly enhances opportunities for dialogue and collaborative learning.[8] In a project entitled "Preparing Students of Leadership for a Diverse Society," student groups with the most diverse characteristics were the highest functioning (based on their report of successful group interaction) and highest performing (based on grade averages in the course). Students indicated that they acquired "greater openness" to new ideas based on multiple perspectives, truths, realities, and ways of functioning.[9]

Outcomes of Leadership Education

The positive outcomes of leadership education can best be expressed by the voices of students, parents, and teachers involved in the Leadership Training Institute program:

Since I entered the LTI, I have pulled off major banquets, seminars, and camping trips, all with the help of my peers. I have gone to the School Board to speak on behalf of the LTI and our school. I have started community beautification projects and done many other things for which I can consider myself a leader. The LTI has honed my leadership skills by giving me the confidence, advice, and opportunities that it takes to be a leader. (Student)

The LTI has reinforced and confirmed my belief that the most significant way that we can learn is by practicing and doing what we believe in. Goals, values, and objectives are meaningful only when they are practiced. The LTI provides both teachers and students with the opportunity to apply and practice what we believe in. This program is a very important case in point to show that leadership can be taught, that young people can make meaningful contributions if they are given the training and opportunity to work. (Teacher)

Students in the LTI program learn to be responsible citizens, give back to the community, be mentors, value the equality of men and women, and think universally. (Parent)

I wasn't expecting so much success so soon....The changes ranged from polishing skills of students who were diamonds in the rough to having saved the life of an at-risk student, and everything in between....LTI students have reinvigorated values such as service to the school and community, altruism, academic achievement, citizenship and leadership, and mutual respect. (Administrator)

Although leadership programs are relatively new in K-12 education, positive and encouraging results are being reported by program participants and stakeholders. Leadership students have gained many of the sound personal growth and development attributes identified earlier as important for well-developed individuals. They are already making a difference in their schools, communities, the lives of others, and to themselves. They have provided leadership for projects such as acquiring computers for their high school, supporting initiatives before the County Council, tutoring and mentoring younger children, initiating community cleanups, and organizing fundraisers for charity.

Well-developed and solidly supported leadership education programs can make profound changes in the quality and quantity of leadership in the society. Young people are demonstrating that they can and will assume responsible roles when provided the content, climate, and competencies to develop their leadership capabilities.

ENDNOTES

1. J. W. Gardner, *On Leadership* (New York: Free Press, 1990), p. xii.

2. J. M. Kouzes and B. Z. Posner, *Credibility: How Leaders Gain and Lose It, Why People Demand It* (San Francisco: Jossey-Bass, 1993), p. 50.

3. R. A. Couto, "Defining a Citizen Leader," in J. T. Wren, *The Leader's Companion: Insights on Leadership Through the Ages* (New York: Free Press, 1995), 11-17.

4. R. M. Lerner, *America's Youth in Crisis* (London: Sage Publications, 1995),pp. 15-17.

5. T. Stanton and K. Ali, *The Experienced Hand: A Student Manual for Making the Most of an Internship* (Cranston: Carroll Press Publishers, 1987), p. 1.

6. Several writers confirm the effectiveness of using interactive or cooperative group learning strategies, including L. J. Chamberlin and J. Sommersville, "Teaching as Instructional Leadership," *American Secondary Education*, 19,3 (1991):13-17; R. A. Heifetz, R. M. Sindar, A. Jones, L. M. Hodge, and K. A. Rowley, "Teaching and Assessing Leadership Courses, Part Two," *National Forum*, 71 (1991):36-38; J. Sheridan, A. C. Byrne, and K. Quina, "Collaborative Learning: Notes From the Field," *College Teaching*, 37(2) (1989):49-53; and G. M. Shulman and D. L. Luechauer, "Creating Empowered Learners: Merging Content and Press," Report CS-508-253, Annual Lilly Conference on College Teaching (1991), ERIC Document Reproduction Service ED 361-754.

7. G. R. Hickman, "Practicing What We Preach: Modeling Leadership in the Classroom," *Journal of Leadership Studies*, 1(4) (1994).

8. D. Schoem, L. Frankel, X. Zuniga, and E. A. Lewis, "Questions and Responses on Multicultural Teaching and Conflict in the Classroom, in *Multicultural Teaching in the University*, (Westport: Praeger Publishers, 1993), pp. 298-299.

9. G. R. Hickman and A. Creighton-Zollar, "Teaching Leadership for a Diverse Society: Strategies, Challenges, and Recommendations." (submitted for publication, 1995).

CHAPTER ONE
GETTING STARTED

The John F. Kennedy

Leadership Training Institute — A Case Study

Leadership Training Institute
of
John F. Kennedy High School

MISSION STATEMENT

The LTI's mission is to build a responsible, self reliant, knowledgeable citizenry. To accomplish this, we will provide a rigorous inter-disciplinary academic curriculum, that will include critical inquiry about leadership, problem solving, group decision making and community service. These experiences will provide opportunities for self-reflection, enabling students to develop a stronger awareness of personal growth, which will help them become positive forces in the community.

THE FOUR PILLARS

I. PARTICIPATION
- A. Students will maintain a consistent pattern of daily class attendance.
- B. Students will adhere to the assigned dates for classwork, projects and tests.
- C. Students will attend at least 80% of the special in-school LTI activities including speakers, seminars and panels.

II. ACADEMICS
- A. Students must maintain grades of A or B in LTI classes.
- B. In any given marking period, probationary status is given to students who earn less than a B in any LTI course.
  - (1) Grade of C warrants a student-teacher conference.
  - (2) Grade of D or E warrants parent conference.
- C. If no improvement occurs during the marking period following probationary status, the students may be recommended for exit from the program.
- D. Academic integrity will be maintained at all times. Students are expected to adhere to all policies in the Kennedy Student Handbook.

III. SERVICE
- A. Students will be required to perform 50 hours of community service per year in LTI approved projects.
- B. Students will maintain a log/record of service in their notebooks.
- C. Students will provide written reflection of their service work at periodic intervals throughout the year.

IV. ROLE-MODELING/ETHICS
- A. Students are expected to maintain high standards of honesty and integrity. (Plagiarism will not be tolerated)
- B. Basic courtesy to classmates and teachers will be demonstrated at all times. This includes:
  - (1) Demonstrating appropriate attentive listening skills.
  - (2) Contributing to an orderly functioning of classroom activities.
  - (3) Contributing to the maintenance of a safe and productive physical environment in the classroom.
- C. Students are expected to adhere to all school and MCPS rules and regulations as stated in the student handbook.

CHAPTER ONE

Getting Started

The John F. Kennedy Leadership Training Institute: A Case Study

Juana Bordas, with contributions from Lisa Levin Ittè

Parents in a Silver Spring, Maryland community were concerned. Over the years, they had seen enormous changes in their neighborhood schools: rising student mobility, falling test scores, and increasing percentages of limited-English-speaking and special-needs students. Searching for a way to revitalize their neighborhood high school and keep students in their own community, a small group of parents came up with the idea of a leadership training institute as a signature program of John F. Kennedy High School. In a few short years, what has emerged is a learning community of revitalized teachers, empowered and transformed students, and engaged parents as partners in the educational process. This is their story.

★

Searching for a way to revitalize their neighborhood high school and keep students in their own community, a small group of parents came up with the idea of a leadership training institute as a signature program of John F. Kennedy High School.

★

The Genesis

John F. Kennedy High School serves approximately 1300 students in grades nine through twelve in a suburban community approximately six miles north of Washington, DC. Once predominantly middle-class and white, the school now comprises an almost 70 percent minority population, broken down as follows: Asian, 16 percent; African American, 39 percent; Hispanic, 16 percent; white, 29 percent. Sixteen percent of the student population receive free or reduced lunches, 9 percent are enrolled in English as a Second Language classes and 15 percent in special education classes.

Members of the Kennedy community wanted a program that would encourage neighborhood cohesiveness and enrich the education of all children, not just the "gifted and talented." Armed with a sense of urgency and a deep commitment to children, a handful of parents took action. First they met with the stakeholders in the school--other parents, school officials, local business owners, and civic leaders. Then they held late-night meetings in each other's homes to come to consensus on a plan to recommend to the school. The organizers describe their breakthrough this way: "One night we started talking about the importance of teaching leadership and how it could change the students and the schools. We came up with the concept of making Kennedy a central point for teaching leadership to our youth. Kennedy was the high school where all our kids would end up. If we could make it a strong educational center, it would radiate throughout the cluster."

BEST COPY AVAILABLE

The parents, principal and eventual LTI director joined forces to sell their idea to the Board of Education and County Council. One community organizer remembers, "When we stood up in front of the Board of Education, we only had a concept, but we confidently stated that we had started a Leadership Training Institute."

The Montgomery County Public School System was quick to respond to the community's proposal. School officials allocated $30,000 per year and an additional staff position to the new project. Building on the concept paper, two teachers on the Kennedy faculty developed the curriculum, recruited students, and had a program going in seven months.

★

The LTI draws much of its philosophy from James MacGregor Burns' concept of transforming leadership: "a process in which one or more people engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality."

★

The LTI: From Concept to Classroom

Since its inception in September 1993, the Leadership Training Institute has grown from fifty tenth-grade students to 200 students in ninth through twelfth grades, and from two teachers to a faculty of seven. In 1996, the LTI's student composition includes 20 percent African-American, 24 percent Asian, 8 percent Hispanic, and 48 percent white. Female students represent 62 percent of the LTI, and students with special needs comprise 10 percent.

One of the most challenging issues for the LTI faculty has been the student selection process -- how to balance a philosophy of leadership education that is open and inclusive with the reality of limited resources and space. Recognizing that a variety of factors contribute to leadership, academic performance is only one consideration. Community involvement and demonstrated leadership and interest are weighed heavily. The leadership experiences the students bring to the LTI range from the soccer field, the band, the drama club, the student government to the community. Most students enter the LTI in ninth grade, however, in special circumstances, students may enter in tenth and eleventh grades. The selection criteria includes a personal essay, teacher and personal recommendations, and a letter of commitment and understanding from a parent. Students must maintain at least a "B" average.

The LTI draws much of its philosophy from James MacGregor Burns' (1978) concept of transforming leadership: "a process in which one or more people engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 20). The LTI integrates leadership themes into the existing Montgomery County Public School curriculum. For every project or assignment, students examine the content area, its implications for leadership, and their own leadership roles in the particular classroom activity.

The LTI consists of a daily two-hour period per grade level. During this time, the fifty students in each grade are divided into two sections. These two classes run concurrently, allowing flexibility in grouping students and planning curriculum. For example, in ninth grade, the LTI students are team taught in an interdisciplinary biology and technology education class; in tenth grade, English and government; in eleventh grade, English and European history. One day the two grade-level classes may meet together with both teachers in a group of fifty to dialogue with leadership experts on team-building and styles. The next day they may separate into traditional one-hour classrooms to complete individual assignments. Another day they may meet jointly for a two-hour lecture/discussion in the core curriculum subject. At the conclusion of the LTI period, the students join their peers in regular classes. Twelfth graders are given the opportunity to test their leadership learning in a more independent manner. They devote the first semester to senior projects, and the second semester to career internships.

The LTI Curriculum

The foundation for leadership is laid at the beginning of the school year to orient students to the theory and language. After this introduction, leadership themes and activities are woven into the core subjects, creating the interdisciplinary approach. The leadership curriculum includes: a rigorous study of communications, which stresses reading comprehension, research, writing, speaking and active listening; development of intra- and interpersonal relations skills in teambuilding, group dynamics, conflict resolution, time management and self-assessment; emphasis on creative and critical thinking that involve moral reasoning, problem solving, and decision making.

How it Works

★ The ninth grade year begins with a study of Steven Covey's *Seven Habits for Highly Effective People*. To introduce leadership principles, research teams are formed, and each student tackles one habit as part of a "jigsaw" research project. Later in the year, the ninth graders use their leadership and biotechnology skills to enter the county-wide *Tech Challenge* competition in the "lighter-than-air" and "alternative energy" categories. Electing a board of directors and assigning task teams (marketing, design, finance, procurement, construction), students develop their product entries, with equal emphasis on the product and the group process. After they present and defend their entries in the judged-competition, they undertake a detailed group evaluation of their individual and team roles in the project.

★ The tenth grade interdisciplinary English/government class combines the traditional study of local, state, and national government and citizens' rights and responsibilities with the study of *Julius Caesar* and power, *Lord of the Flies* and anarchy, and *Animal Farm* and propaganda. A major project, done in teams, is the creation of Utopian societies, complete with the infrastructures and governing rules. The assignment includes student presentations of their Utopias in a three-dimensional visual model, a portfolio, and an oral defense before peer teams. Here again, students have an opportunity to reflect individually, through personal logs, and collectively, through group discussion, on the roles they played in the collaborative process.

★ English and European history are the LTI focus in eleventh grade, with leadership themes easily incorporated into the study of Romanticism, transcendentalism, classical Greece and Renaissance Europe. Students compare Machiavelli, Plato, and Aristotle on concepts of leadership and government, and explore problem solving and decision making in *Oedipus* and *Antigone*.

★ Experiential learning, practical application, and community outreach culminate in the senior year for LTI students. During the first semester, seniors design and implement projects that "bring about a positive change" in the school community. Several seniors learned what it takes to publish a newspaper when they created *The LTI Leader*. A team of LTI students took over the management of the LTI-sponsored tutoring program. They trained 200 Kennedy students as tutors in math, reading, and writing, and then placed them with young children in neighboring schools. Another group of seniors raised funds for cancer research through a "Battle of the Bands." Noting the pressing need for computers throughout the high school, two LTI students collected 140 computers from local businesses, law firms, and individuals. A community-wide girls' ice hockey team was the successful result of another senior project.

In the second semester of the senior year, LTI students embark on their internships. With the support of teachers and parents, students initiate a career-related internship in fields of their choice-- programming computers, caring for the elderly, assisting a veterinarian at the Maryland Agricultural Center, or studying managment at a local shopping mall. Students interested in journalism join the staff of the *Montgomery Journal*, *Washingtonian Magazine* or *Comprint Publications*. "Politicos" are off to Capitol Hill or to the Center for Political Leadership and Participation. Students interested in health careers shadow doctors at local medical centers or at Bethesda Naval Hospital. Other students have packed their bags and headed as far east as Hong Kong to study international business, to the Philippines to learn about marine biology, and

north to Toronto to study journalism. Sponsors are urged to encourage the student's initiative and leadership.

From Classroom to Community

According to *Democracy at Risk*, the Eisenhower Leadership Group's report for the Department of Education, the cutting edge of leadership education is in partnerships -- between students and teachers, schools and universities, schools and business, and schools and community. Through the CivicQuest Project, a joint initiative of the LTI and the Center for Political Leadership and Participation at the University of Maryland, leaders from political, business, government and educational fields have made leadership "come alive" for students. Former Maryland Governor William Donald Schaefer discussed the personal side of his transition from public to private life. *Washington Post* columnist Donna Britt shared her teenage experiences that influenced her to pursue a career in journalism. Northern Ireland's Alliance Party Leader, John Alderdice, described the efforts in his country to bring a lasting peace between Protestants and Catholics. When the Kellogg Foundation's Leadership Scholars adopted the LTI as a model for preparing future leaders, James MacGregor Burns and other leadership scholars began a series of lively discussions with students, in which scholars and students have continued to learn from each other.

★

...the cutting edge of leadership education is in partnerships.

★

Reflecting a philosophy of leadership that also embraces community service, the LTI requires its students to perform fifty hours of community service per grade, on projects initiated through the LTI program. Although this far exceeds the State of Maryland's graduation requirement--sixty hours of community service in total--the LTI students don't complain. In fact, when asked about their most memorable high school experiences, many of the recent LTI graduates described their mentoring/tutoring relationships with middle and elementary school students.

Heeding the LTI director's reminder that "effective leadership requires community service," students develop projects that create vibrations throughout the school and community. Posters in the school's hallways announce opportunities for participating in a women's leadership conference; rejuvenating a greenhouse, or beautifying the grounds. Students have gathered food from local farms for a food bank, organized neighborhood residents to clean up streams and streets, and invited senior citizens to be part of a "contemporary issues" class on Friday mornings. "We are all involved in our community in one way or another. We have made many positive changes, and intend to make more in the future," declared a student.

BEST COPY AVAILABLE

What's behind the success of the LTI?
A Community of Transforming Leaders

The LTI took root and continues to blossom through the combined efforts of

- ★ dedicated community members who wouldn't quit;
- ★ an astute principal who garnered the needed support;
- ★ a responsive school board;
- ★ a director with the energy and enthusiasm needed to get people's attention and commitment;
- ★ teachers who are described by students as "family" and who reach beyond their classrooms;
- ★ local, state, national organizations and universities willing to invest in youth leadership and the LTI;
- ★ students who demonstrated that leadership education benefits everyone.

The Leadership Training Institute story is filled with powerful lessons of mutual respect, shared and collaborative leadership, activism, and citizen participation. Here's what some of the key players have to say about their experience:

The Principal

The principal at Kennedy High School is an experienced administrator in the Montgomery County schools, who believes in delegation and trust. He recruited the LTI's director and staff; then gave them plenty of leeway to develop the program. "It's their responsibility. I don't interfere. They can come to me with any questions and I'll support them, but they have to live with their decisions. The staff puts the LTI together, not me," he states.

Having previously supervised a magnet program, the principal is keenly aware of the potential pitfalls of special programs. "It's important to mix students as much as possible and to mix the staff so the LTI doesn't get isolated. People have to look at this as one school. It's a delicate balance...otherwise there can be jealousy because of the special resources it gets. We need to make sure the LTI doesn't get scuttled from within."

He doesn't hesitate to share the LTI's praises with other staff. "I tell them, these kids are infecting other kids in positive ways. SAT scores are rising. They

are getting new resources for the school -- furniture, a green house, computers, and mentoring programs. They are improving the school's image and that is good for everyone!" But he continues to work hard to provide resources for his entire school. "What makes it work is making sure every group gets the resources they need. You have to protect all your programs."

"The LTI has kept the community's values in place by being an integrated, heterogeneous educational institution. The LTI is not a highly gifted and talented program. There are kids from special education, average youth, ESL youth. These kids are functioning at high levels. We've proven we can do it."

The increasing achievement has recaptured the community's confidence in Kennedy. The principal describes the contrast: "The perception was that this was a drug-infested school where nobody cared and there wasn't a whole lot of education going on. It wasn't true, but that was the perception...LTI has also changed the kids. They say 'This is my building, too.' There is a new attitude, a taking charge, an ownership."

A strategic leader, the principal wants to ensure the LTI's survival. He garners parent and community support at every P.T.S.A. meeting and through a community newsletter. "I think the LTI is institutionalized now and can't be taken apart...there's no turning back."

★

The LTI has kept the community's values in place by being an integrated, heterogeneous educational institution. The LTI is not a highly gifted and talented program. There are kids from special education, average youth, ESL youth. These kids are functioning at high levels. We've proven we can do it.

★

The LTI Director

Walk into the office of the LTI director and, inevitably, there will be a variety of snacks on the table. The atmosphere is warm, friendly, and buzzing with activity. The door is always open. The presense of a parent, a community member, or a former student adds to the excitement.

When students walk in, they get a smile and big bear hug. It is obvious that guiding, coaching, and teaching young people is the fuel for the LTI director's fire. His philosophy is that students must feel "ownership" of their education: "If you treat students with respect and give them the chance to succeed, they will. I believe all students have leadership potential and just need opportunities to stretch their abilities."

He is a visionary, citing his most meaningful experience as "creating a program from a vision and sticking with that vision until it became a reality." His desire for sharing the dream is reflected in his comment that "having a vision is important, but getting others to see your vision is more important." This motivation keeps him working long hours and doing the extraordinary things leaders must do to empower their constituencies.

BEST COPY AVAILABLE

The director's leadership style can be aptly described as charismatic: "I am an advocate for leadership education, empowerment of students, parent involvement, experiential learning, and interdisciplinary teaching. I speak with a voice of a preacher wanting others to achieve what we have."

The LTI director is skilled at attracting the people, resources, ideas, and energy needed for the entrepreneurial program. LTI teachers credit their director for his flare for getting things done, while at the same time attracting serious national attention to a public school program that works. Kennedy's pride and prestige have grown as its visibility increased.

The LTI director sees his role with the teaching staff as "energizing colleague exchange and interaction." Allowing teachers to take the lead in day-to-day operations, curriculum development, and team interaction was pivotal in making the LTI successful. The director says, "I believe in surrounding oneself with competent people and letting them do what they do best."

Similarly, the Kennedy community applauds the director for his "We can do it together!" approach that has ignited a new level in parental involvement. This approach, he says, is based on "an overriding value...that education is a joint commitment of administrators, teachers, students, and parents, and when all work together for a common purpose anything is possible."

★

The interaction of teachers and students is one of LTI's best features. Teachers work with students as educational partners and mentors and value their input.

★

The Teachers

The LTI curriculum was created through the collaborative efforts of teachers across the curriculum, not just the social studies department. Learning as they went, they had to search for and adapt materials from a wide variety of sources that would enable them to infuse leadership into each of the disciplines.

When asked to identify what is most significant about teaching in the LTI, teachers respond as one: the opportunity to work as a team. The teaching team continues to meet twice weekly to collaborate and learn together.

All LTI teachers resoundingly champion the effectiveness of collective effort. Says one, "High school teachers often work in isolation. I have really benefitted from the collegial interaction."

Another adds, "There is a lot of respect and give-and-take, a feeling of camaraderie. We complement each other."

LTI teachers have redefined their roles as traditional instructors who dispense information to collaborators who seek input from students. The director states, "The interaction of teachers and students is one of LTI's best features. Teachers work with students as educational partners and mentors and value their input."

Students and teachers tend to interact as a family. Teachers place much emphasis on communication -- listening and understanding. Taking time to build caring, friendly, open and honest relationships with students is valued. "There is greater respect between teachers and LTI students. We all share a sense of community, a strong work ethic, and value one another's differences."

The teachers have become role models to their students who, in turn, are role models for other students. "LTI has reinforced and confirmed my belief that the most significant way we learn is by practicing and doing what we believe in."

Finally, LTI teachers renew their own commitment to learning by taking part in in-service and staff development activities offering professional growth and being open to new and better ways to present their materials.

★

Collaboration, group dynamics and facilitation skills are learned through academic assignments, community service, and senior projects that utilize cooperative learning teams. Assessment instruments increase the understanding of diverse leadership styles and differences.

★

The Students

The co-president of Kennedy's Parent Teacher Student Association (P.T.S.A.) tells this story: "One day, I called the director about a middle school that requested a presentation on the LTI program. When I arrived at the middle school, I saw a group of LTI kids, but no faculty. I asked, 'Who's in charge?' They replied, 'Nobody is in charge.' 'How do you know what everyone is going to say?' I asked. They responded, 'We're a team; each person shares what he or she is best informed about.' They did a beautiful job. I realized they had been trained to believe in and rely on their own abilities, and had learned to work together."

"LTI students learn to think as a group, not just as individuals. We have a sense of family and of being on a team," says one student. Collaboration, group dynamics and facilitation skills are learned through academic assignments, community service, and senior projects that utilize cooperative learning teams. Assessment instruments increase the understanding of diverse leadership styles and differences. Students grapple with questions such as, "What do you do when somebody drops the ball? How do you get everyone to do their share?"

"Leadership is not just something you learn from books; it is something you do!" declared a student. Indeed, their collective efforts have created significant changes. Over 300 students rallied for the Board of Education meeting to support the school's modernization. Likewise, 150 students attended a County Council meeting on the "state of the community" that was presented to local leaders. Later, political candidates were invited to a debate and grilled on controversial issues. Students advocate for issues in which they believe through letters, phone calls, petition drives, presentations, and testimony to elected

BEST COPY AVAILABLE

officials. One parent marveled, "I have seen an increase in self-confidence, self-reliance, initiative, and motivation. They are now being looked to for leadership."

The Parents

From the very beginning, parents took a leadership role in efforts to improve their children's education and build a cohesive community. They continue to be key to the success of the LTI program.

★

The LTI works extensively to engage parents as partners in the educational process. Parents participate in the LTI's annual planning retreat, serve on the Senior Internship Advisory Committee, and act as advocates for Kennedy in the broader community.

★

The LTI works extensively to engage parents as partners in the educational process. Says one parent, "LTI has infused the P.T.S.A. with new life and made Kennedy the hub of the community."

According to another parent, "We have quarterly LTI parent meetings. The staff and students provide lots of information and ask for input. It's a two-way exchange -- we are asked what we think, how we can contribute, and what we can do to make sure LTI works. Meetings are well attended all the time -- there is parental buy-in you can count on!"

Parents participate in the LTI's annual planning retreat, serve on the Senior Internship Advisory Committee, and act as advocates for Kennedy in the broader community. Over 200 LTI parents turned out for a Board of Education meeting to support the remodeling and modernization of the school. A parent observed, "I think there is a 'magical attraction' of parents following their kids and becoming leaders themselves as they see the benefits of the program."

Another parent declares, "I know I could move or put my kids in private schools, but I choose to stay here. The things my kids are learning are more beneficial. The diversity and changes we are dealing with are what the future will be about."

The Community/University Partners

Recognizing that leadership education is a relatively new concept at the high school-level, the LTI director sought resources outside the school system to train teachers and develop the curriculum. As previously mentioned, a partnership was established with the University of Maryland's Center for Political Leadership and Participation in early 1994 to create and test a multidisciplinary leadership curriculum model for secondary school students. Together, the two institutions sought a grant from the U.S. Department of Education's Dwight D. Eisenhower Leadership Development Program to support their two-year collaborative project, CivicQuest.

BEST COPY AVAILABLE

The university/high school partnership has exceeded all expectations. Not only has the LTI benefited from the expertise of national leadership scholars, the scholars have learned a great deal about leadership from the high school students. There has been relatively little research on high-school-age populations to determine the kinds of early experiences during school years that might be reflected in effective leadership in later life. A portion of the CivicQuest grant is funding research conducted by University of Maryland Professor Benjamin Schneider to investigate the early identification of leadership potential in a high-school-age population--LTI students. (See Appendix A)

The LTI experience also has informed the thinking of scholars from the W.K. Kellogg Foundation Leadership Studies Project. After conducting a focus group with LTI students, one Kellogg scholar observed, "I heard remarkable testimonials from the students about personal changes and transformaton [where] students didn't see themselves in leadership capacities, and now, because of the training, they have developed themselves as leaders."

In another example of the innovative partnerships that ensued, the University of Maryland's Project ICONS sponsored a series of computer on-line dialogues with students from five countries to explore their perceptions of civic education and leadership. LTI students represented the United States, and the LTI faculty played a prominent role in designing the simulation project and supervising the students.

Montgomery County Public School Superintendent Paul Vance sums up the benefits of collaborative initiatives: "Thanks to a creative partnership with the University, the LTI places at the disposal of students the people, resources and materials that shape contemporary leadership thinking in America...it is a challenging program where everyone is a winner."

★

The LTI was conceived because people took action around their community needs. Successful replication depends on community involvement and ownership.

★

Rekindling Community: A Measure of Success

The LTI was conceived because people took action around their community needs. Successful replication depends on community involvement and ownership. First a dedicated core of people needs to gel. Next, an open communication system that facilitates dialogue and feedback is needed to attract people at all levels and bring together a community of stakeholders/advocates--school administrators, parents, business, universities, community organizations. From there, the process grows exponentially. In LTI's case, the message spread like wildfire, as media ranging from local newspapers to the NBC News got more people excited.

Training young people for leadership and empowering them to take control of their lives may be the answer to many of our current social ills. "This program...shows that leadership can be taught, that young people can make meaningful contributions if given the training and opportunity," stated a LTI teacher. In these times, when young men kill each other on our streets, young girls forfeit their childhood by early pregnancies, and children live with neglect, abuse and poverty, collective, positive action by youth may be our best hope to remediate these ills."

"I became more responsible and learned to take action when I saw the need for something important to be done," asserted a LTI student. A parent echoed, "The LTI taught our kids they can change things. They learned to take action, to give back, to be responsible citizens."

As the institution charged with providing universal education to our nation's children, public schools are strategically poised to re-create community. Schools are the connecting point for our children and through them for our families and neighborhoods. Re-creating community may be the single most critical goal that faces our society today.

Reflections by Jeff Schultz, LTI Director

[Note to Readers: The LTI has been a testing ground for leadership education at Kennedy. One of the most significant results of the program is the faculty's commitment to make leadership education available to the entire student body. In September, 1996, Kennedy High School is piloting a "Foundations of Leadership" course, open to all grade 10-12 students as an elective, and as a requirement for tenth grade LTI students. Chapter Two outlines the "Foundations" course.]

The Leadership Training Institute is still a work in progress which has been defined, but still needs to be refined. Looking back at how the start of the LTI could have been improved, I would have worked on developing a separate "Foundations of Leadership" class earlier. This has been the missing piece of the program that will provide the leadership substance that has not always been easy to achieve given the heavy curriculum demands on the teachers.

The LTI evolved through a trial-and-error period that I would not have changed. The evolution gave the staff the opportunity to transform the program as well as

themselves. The give and take among the LTI staff, students, parents, and outside partners has strengthened the Leadership Training Institute.

One of the earliest measures of success of the LTI is the amount of scholarships offered to the first group of seniors and the level of colleges and universities in which they received admission. The forty-five LTI seniors received over $700,000 in scholarship offers not based on need. The scholarships far surpass those offered to the rest of the senior class at Kennedy. Seniors were accepted to Yale, Johns Hopkins, Carnegie Mellon, Cornell, University of Pennsylvania, Vanderbilt, and many other nationally-recognized schools. This is the first time in sixteen years that a Kennedy student was admitted to Yale.

Another measurable indication of the effectiveness of the LTI is that students who have returned from private and parochial schools to Kennedy after one year have stated that their reason is to participate in the LTI. This indicates to us the perception within the Kennedy school cluster that the LTI is an attractive and effective program.

The ability to understand oneself, identify one's strengths and weaknesses, and seek continual personal growth is vital to leadership development. We have found that traditional report cards and tests do not provide an adequate basis for students and teachers to assess leadership growth over time. Students need more data that reflects the extent to which they are developing the essential leadership competencies.

We have recently instituted a student portfolio program that sets forth incremental and measurable goals for leadership development at each grade level. The portfolios contain student work and projects that clearly indicate performance in the leadership competencies we teach. Students scan onto a computer disc the representative work they have selected to document each quarter. This allows them to express who they are in any number of ways --and to continually review, assess, and reflect upon their personal growth.

The final test of the LTI's success will be in the lives our students choose to lead, and that will not be known until the future.

★

The final test of the LTI's success will be the lives our students choose to lead.

★

ENDNOTES

Interviews, focus groups, and questionnaires with Montgomery County Public School Administrators, Kennedy High School faculty, parents and students were the source of the comments that appear throughout this section.

CHAPTER TWO

Foundations of Leadership

A Model High School Leadership Course

This course seeks to engage students actively and to challenge students to challenge themselves, their peers, their instructor. In short, this is not a course for the passive or for those who want the teacher to provide all the answers.

CHAPTER TWO

Foundations of Leadership

A Model High School Curriculum

Jeff Schultz

Building on John F. Kennedy's philosophy that leadership and learning are indispensable to one another, Kennedy High School has created two one-semester courses to introduce students to leadership. *Foundations of Leadership A* and *B* have been adapted from the Jepson School of Leadership's introductory course, *Foundations of Leadership Studies*, to serve the high school audience. The courses are required for all tenth-graders in the Leadership Training Institute (LTI) and are offered as an elective for all Kennedy students, grades 10-12.

The Journey

Studying leadership is a journey into self-discovery. It requires the learner to examine beliefs and values, to suspend judgment in order to become a critical thinker, and to move into new and unchartered territory. Through this course in leadership, students will be provided with a set of tools for the journey. However, tools are means to an end. Only the individual can determine the ends. This is an exciting challenge, and our strongest hope is that each student will be transformed by this experience so that her or his leadership becomes true "service to society."

The Course in Action

This course seeks to engage students actively and to challenge students to challenge themselves, their peers, their instructor. **In short, this is not a course for the passive or for those who want the teacher to provide all the answers.**

This course seeks to integrate active, experiential, problem-based learning and the study of leadership theories and concepts. It requires a high level of student participation in classroom activities and group projects. Students will be challenged to think critically and imaginatively about the course material.

Course Objectives

- ★ to evaluate critically contemporary and historical leadership concepts and theories;
- ★ to apply critical/creative thinking skills to the study and practice of leadership;
- ★ to describe the fundamental concepts of leadership competencies such as decision making, managing change, motivating people, making and implementing policy to solve problems, communicating and resolving conflicts;

★ to describe the effects of contextual variables on the practice of leadership in a variety of settings;

★ to describe the fundamental concepts that enable one to understand and lead individuals and groups;

★ to communicate effectively, orally and in writing, what has been learned about leadership;

★ to provide an awareness of community and to foster volunteerism.

Each of the courses will contain four major modules:

Foundations of Leadership A

Module 1: Leadership History and Theory

Module 2: Leadership Competencies

Module 3: Leadership Contexts

Module 4: Moral and Ethical Dimensions of Leadership

Foundations of Leadership B

Module 5: Leadership Competencies

Module 6: Leading Individuals and Groups

Module 7: Service Learning

Module 8: Experiential Learning

Each module will last approximately four weeks.

Instructional outcomes

1. The student will become comfortable with the concept of leadership.
2. The student will know something about the process of leadership.
3. The student will have an increased awareness of the practice of leadership.
4. The student will have a clear sense of the purposes of leadership.
5. The student will have begun to develop an awareness of his/her strengths and weaknesses as a leader, and to evolve a personal approach to leadership.
6. The student will have an enhanced understanding of concepts and practices involved in leadership in a diverse society.
7. The student will have enhanced powers of analysis and increased capabilities in oral and written communication.

FOUNDATIONS OF LEADERSHIP A
MODULE 1: LEADERSHIP HISTORY AND THEORY

WEEK 1	What is Leadership? Homework: define leader and leadership	Discuss leadership Homework: multimedia presentation on three people	Case studies on leaders cooperative learning in groups	Case studies presented by each group	Film clips on styles of leadership from *Sister Act*
WEEK 2	Historical Views of leadership (B. Bass)	Carlyle: the hero as king	Plato, Aristotle, Lao-tzu	Gandhi, W. B. DuBois	Writing assignment: reaction to case studies
WEEK 3	Transforming leadership (J.M. Burns)	Transforming leadership	Transforming Leadership	Leaders and Followers	Leaders and Followers
WEEK 4	Situational Leadership	Situational Leadership	Case studies on situational leadership	Case studies presented by each group	Exam

READINGS

***The Leader's Companion Insights on Leadership Through the Ages* by J. Thomas Wren**

1. *The Meaning of Leadership* - B.Bass ..... pp. 37-38
2. *Concept of Leadership: The Beginnings* - B.Bass pp. 49-52
3. *The Hero As King* - Thomas Carlyle..... pp. 53-54
4. *The Republic* - Plato..... pp. 60-64
5. *Politics* - Aristotle..... pp. 65-66
6. *Tao Te Ching* - Lao-tzu ..... pp. 69-71
7. *Satyagraha* - Gandhi..... pp. 72-77
8. *The Talented Tenth* - DuBois ..... pp. 78-80
9. *Transactional and Transforming Leadership* - Burns pp. 100-101
10. *Leaders and Followers* - Gardner..... pp. 185-188
11. *Leaders and Followers* - Rost..... pp. 189-192
12. *Situational Leadership* - Hersey and Blanchard pp. 207-211

BEST COPY AVAILABLE

***Leadership* by James MacGregor Burns - pp. 9-46**

***Emergent Leadership* by Georgia Jones Sorenson - pp. 1-57, 222-245**

FOUNDATIONS OF LEADERSHIP A
MODULE 1: LESSONS FOR LEADERSHIP HISTORY AND THEORY

Lesson 1 - Cooperative Learning Groups

Have students self-evaluate what role they would play in a group.

Explain what is meant by cooperative learning and demonstrate the importance of shared learning. Ninety percent of work will be in cooperative groups.

Lesson 2 - Leadership Attributes

Two students work together (pair-share); each has one minute to list attributes of good leaders. Next, they each have one minute to share whom they believe to be good leaders. They write down the common attributes, as well as those that are different in the leaders they have identified. The instructor lists the positive attributes the students have mentioned, and then asks for students, working in groups, to classify these attributes. The activity ends with a class selection of the most important attributes leaders should have.

Project

Each group will present a multimedia presentation on three leaders: a fictional leader, an historical leader, and a living leader. The group will have six minutes to deliver a presentation that must include visual, auditory, musical, and tactile elements.

Evaluation of Project

(1) Each student will evaluate each group's presentations.

(2) Individuals will evaluate each other's work within the group.

(3) Each individual will do a self-evaluation.

(4) The instructor will evaluate each group and each individual.

Lesson 3 - Three Case Studies on Leaders: Andrew Young, Chief Wilma P. Mankiller, and Shen Tong *(in Emergent Leadership)*

The class is divided into three groups, each one assigned a case study and a related list of questions to answer.

Each group shares its case study and findings with the class. Other groups take notes from the presentations. This is a two-day activity.

Lesson 4 - Film Clips on Leadership Styles from *Sister Act I*.

One of the most effective ways to demonstrate different styles of leadership is through the movies. The teacher shows the class film clips that illustrate distinctive leadership styles: Servant Leadership, Charismatic Leadership, Transactional Leadership, Transforming Leadership, and Contingency Leadership (in Wren).

After each clip, have students assess the character's leadership style and effectiveness in the situation. Conclude the lesson with a comparison of the leadership styles. Are all styles necessary? If so, when is it appropriate to use that style?

Lesson 5 - Class Discussion of *The Meaning of Leadership*

Each reading assignment will be organized around a central question or questions that will be the focus of class discussion.

(1) Bass - *The Meaning of Leadership:* Have the students close their eyes and envision leadership. They share their view of leadership with the class. Conclude that leadership takes many forms and that it is a fluid, not rigid concept that has evolved through time.

(2) Carlyle - Students discuss: What is the difference between a hero and a leader?

(3) Plato, Aristotle, Lao-tzu - Students discuss: How do the views of leadership differ among the three? Would their views be applicable today?

(4) Gandhi and W. B. DuBois - Students discuss: How do the two authors differ in their approach to advance their people? Is one better than the other?

Lesson 6 - Transforming Leadership

Students are asked to read Chapters 1 and 2 from *Leadership* by Burns (pp. 9-46). Questions to be addresssed: What are the two essentials of power? What is the relationship between leadership and followership? What is real leadership? How do values affect leadership? What happens when there are conflicting values?

The reading is to be done as homework and the following four days will be used to answer the above questions in class and to develop an understanding of transforming leadership. Emphasis will be on purpose, relationships of leaders and followers, and examples of transforming leaders.

Lesson 7 - In-class writing exercise

In *Lesson 2*, three leaders--a fictional, an historical, and a living leader--were presented to the class. What leadership characteristics were the same among the three leaders, and what was unique for each? Which leader did you relate to and why?

Lesson 8 - Leaders and Followers

Before class, students read Gardner, *Leaders and Followers*, and Rost, *Leaders and Followers*. Discuss the readings in class and have students discuss the relationship between leader and followers. On Day 2, students will write an essay on the importance of the relationship between leader and followers.

Lesson 9 - Situational Leadership

Day 1 - Lecture: The instructor gives the class a definition of situational leadership with examples and explanations. Then the students are given a variety of situations and asked to apply what they learned in the lecture.

Day 2 - Class discussion of the situations the instructor provided in Day 1.

Unit Exam

Essay test, including two take-home questions and two questions to be answered in class. One question addresses the group process and dynamics, one is on transforming leadership, and two cover general history and theory.

FOUNDATIONS OF LEADERSHIP A
MODULE 2: LEADERSHIP COMPETENCIES

WEEK 1	Introduce Leadership Competencies	Expert Group Activity	Expert Group Activity	Expert Group Activity	Assign Agent of Change Projects
WEEK 2	Case Study: New J.F.K.	New J.F.K. in groups	New J.F.K. in groups	New J.F.K. in groups	New J.F.K. cross groups
WEEK 3	Class discussion: New J.F.K. Groups present	New J.F.K.	Lecture: Competencies	Exam	Introduce Conflict Resolution
WEEK 4	Conflict Resolution role playing	Conflict Resolution role playing	Report on Change Agent	Report on Change Agent	Exam

READINGS

***The Leader's Companion* by J. Thomas Wren**

1. *The Artform of Leadership* - Bennis ..... pp. 377-378
2. *What It Means To Think Critically* - Brookfield ..... pp. 379-388
3. *Visionary Leadership* - Sashkin ..... pp. 402-407
4. *The Decision-Making Process* - Harrison ..... pp. 408-417
5. *Decision-Making and the Leadership Process* - Vroom .... pp. 418-427
6. *Leadership Communication Skills* - Hackman & Johnson pp. 428-431

FOUNDATIONS OF LEADERSHIP A
MODULE 2: LESSONS FOR LEADERSHIP COMPETENCIES

Lesson 1 - Expert Group Activity

(An expert group is one in which members from a group are sent out to different stations to learn specific information. The members will report the information back to the original group. This is called jig-sawing).

This activity takes four days. Divide students into seven groups. Each group is expected to become an "expert" on one of the following seven competencies: critical thinking, problem-solving analysis, conflict resolution, visioning, decision making, communication, and change agent. The students are given exercises to help them understand and master their assigned leadership competency. They work in their groups for two days.

On the third day, the students share their "expertise" with the class. On the fourth day, the students are tested for their general knowledge of all competencies.

Project 1 - Agent of Change

The class is divided into groups of five or six students. Each group selects a project that will create a positive change for others, e.g., the school or community. This project must be completed in twenty days, outside of class. The group must meet at least twice a week and keep notes of all its meetings and decisions. The results of the group projects are presented to the class orally, and a six-to ten-page paper is submitted by the group to the instructor.

Project 2 - Case Study: Creating a New John F. Kennedy High School

Day 1: The class is charged with planning a new J.F.K. High School. The instructor divides the students into the following planning groups: architecture, curriculum, scheduling, pedagogy, extra-curricular, and rules and regulations.

Days 2-3: Each group creates a plan for its portion of the overall design for the new school. Students should use the leadership competencies they learned in the Expert Group Activity (critical thinking, problem-solving analysis, conflict resolution, visioning, decision making, communication, and change agent) in their group work, as well as in their design of what they want the school to be.

Day 4: Representatives from each group meet with the other teams to get feedback on their preliminary plans.

Day 5: The representatives report back to their original group to share the feedback they have received and to finalize their plan.

Day 6: All groups meet as a committee of the whole and give final approval of the overall plan for J.F.K. High School. The visual presentations are completed.

Day 7: Final presentation of the new J.F.K. High School.

Lesson 2 - Competencies

Lecture on competencies: visioning, critical and creative thinking, problem solving, decision making, communication, conflict resolution, and change agent.

Examination - Students are asked to write an essay analyzing what they learned during the J.F.K. Case Study. What skills were required to complete the tasks?

Lesson 3 - Introduction to Conflict Resolution

(Prearrange with two students to set up a conflict between the two in class.)

1. Have the class describe what they saw.
2. Ask each of the two students to describe how he or she felt.
3. Ask the class how this conflict can be resolved.
4. Discuss techniques of conflict resolution.

Lesson 4 - Conflict Resolution

Divide the class into groups of six. Each group will be given the same situation to role play concerning a conflict and the need for resolution. After each group resolves the situation, have it report back to the whole class and compare and contrast the solutions. (two days)

Lesson 5 - Reports on Change Agent

FOUNDATIONS OF LEADERSHIP A
MODULE 3: LEADERSHIP CONTEXTS

WEEK 1	Introduce Gender and Leadership	Debate: Women are more effective leaders.	Continue debate	Discuss: What influences leadership?	Time and History as influences on leadership
WEEK 2	Begin research project: Diversity in Groups	Research	Research	Research	Group Planning
WEEK 3	Presentation: African-American Leadership	Presentation: Asian- American Leadership	Presentation: Latino Leadership	Presentation: Immigrant Leadership	Presentation: Other Groups' Leadership
WEEK 4	Settings for leadership: Organization and Community	Settings for Leadership continued	Define a "Citizen Leader"	Film clips on leadership	Film clips on leadership

READINGS

***The Leader's Companion* by J. Thomas Wren**

1. *Ways Women Lead* - Rosener .....pp. 149-160
2. *Would Women Lead Differently?* - Schein.....pp. 161-167
3. *Defining a Citizen Leader* - Couto.....pp. 11-17

BEST COPY AVAILABLE

FOUNDATIONS OF LEADERSHIP A
MODULE 3: LESSONS FOR LEADERSHIP CONTEXTS

Lesson 1 - Gender and Leadership Introduction

Have class bring up examples of differences between men's and women's leadership styles. Why are there differences? Is either style better? Whose style do you like best? Why?

Homework: In Wren, read Rosener, *Ways Women Lead*, pp. 149-160, and Schein, *Would Women Lead Differently?*, pp. 161-167. Decide whether the readings change your viewpoint. Be prepared to debate: "Women are more effective leaders than men."

Lesson 2 - Debate

Two-day debate on "Women are more effective leaders."

Lesson 3 - Discussion of Leadership Influences

Divide class into groups of five or six. Each group has twenty minutes to answer the question, "What influences leadership?" (i.e., time, culture, organizational type, an event, and so on.) The class comes back together and discusses the groups' responses. The instructor concludes the lesson with real life examples of *situational leadership*.

Homework: Choose a leader from early history (before 1500), from more recent history (1500 on), and today. How is each viewed today? Play the *Time Game:* look at each person from the perspective of the other time periods. How would she/he be viewed? What does this tell us about the context of time? Write answers to these questions in a three-page essay (one-page per leader).

Lesson 4 - Discussion of Leaders and Time

Divide the class into groups and have students share their answers to the homework assignment. Have the whole class discuss how the times (i.e., the Great Depression) influence leadership.

Project

This is a two-week project. Divide class into five groups: (1) African-American Leadership, (2) Asian-American Leadership, (3) Latino Leadership, (4) Immigrant Leadership, (5) Others.

Each group conducts research on four leaders within the designated population. Students should draw from the readings to answer these questions: What are their leadership styles and attributes? What leadership qualities are valued within the group they lead? What are the similarities and differences among the four leaders? In what ways are these leaders similar to and different from the historical and contemporary leaders previously identified in class?

The project concludes with a multimedia presentation by each group on the four leaders they have studied.

Day 1: Divide the class into groups, and give the list of readings and a project sheet.

Days 2-4: Students research and work on presentation.

Day 5: Students work together in their groups to complete their presentations. (The students like to have a weekend to meet before they present.)

Days 6-10: Multimedia Presentations

Lesson 5- Film Clips Assignment

Each group presents five-to-ten minute film clips demonstrating: positive and negative leadership image as projected by film. (These are the same groups as above.) Students have one week to prepare the clips.

Lesson 6

Discuss different settings for leadership - formal organizations, such as corporations, government, the military, and non-formal groups--social and political movements, grass-roots organizations, and the community-at-large. Does leadership style vary with the situation? Examples: Is the same leadership style needed in war (battlefield) as in the peace movement? Gang leader and police chief? How are they the same. How are they different? Use examples familiar to you.

Homework: Are there any universal characteristics that transcend setting? Please write a one-to two-page paper explaining your views. Use *The Leader's Companion* to support your views.

Have students present their findings and develop a common list of characteristics.

Homework: Read *Defining a Citizen Leader*, Couto, pp. 11-17. Be ready to discuss in class the merits of citizen leaders.

Lesson 7

Show film clips to demonstrate leadership within and among different groups in society.

FOUNDATIONS OF LEADERSHIP A
MODULE 4: MORAL AND ETHICAL DIMENSIONS OF LEADERSHIP

WEEK 1	Discuss differences among morals, ethics, and character	Case Study 1: In groups, students create moral dilemma faced by an individual	Discuss Case Study 1 with whole class	Kidder's *Universal Human Values* Homework: Write own UHVs	Mock Honor Code activity
WEEK 2	Continue Honor Code activity Discuss Burns' reading	Case Study 2: In groups, students create moral dilemma for an organization	Discuss Case Study 2 with class	Assign film clip project	Discuss results of Honor Code activity
WEEK 3	Introduce Covey's *Seven Habits*	Discuss Covey's *Seven Habits*	Discuss Covey's *Seven Habits*	Develop personal mission statement	Share mission statements
WEEK 4	View film clips	View film clips	Group skits	Group skit activities on ethics	Present skit activities

READINGS

***The Leader's Companion* by J. Thomas Wren**

1. *Moral Leadership* - Burns p. 483
2. *Moral Development in Individuals* - Prince pp. 484-491
3. *Universal Human Values: Finding an Ethical Common Ground* - Kidder pp. 500-508

***Seven Habits of Highly Effective People* by Stephen R. Covey**

FILM - *For Goodness Sake*, Mentor Media, 16m.

FOUNDATIONS OF LEADERSHIP A
MODULE 4: LESSONS FOR MORAL AND ETHICAL DIMENSIONS

Lesson 1 - Show video *For Goodness Sake*

Discuss with students the differences among morals, ethics, and character. Questions for discussion: Can morals be taught? Whose responsibility is it? With the breakdown in religion and the family whom can kids model?

Lesson 2 - Individual Moral Dilemmas

In cooperative learning groups, have students come up with a moral dilemma that concerns an individual. Give the class one or two examples. Each group will present its dilemma to the whole class and discuss various solutions.

Homework: Write the solution to one dilemma.

Lesson 3 - Universal Values

After reading Kidder's *Universal Human Values*, discuss the concept of universal values and have each student come up with his/her own list and defend it in writing.

Lesson 4 - Student Honor Code

Hand out a student honor code and go over the major components. In an open discussion, the class examines the pros and cons of an honor code, and whether it is important to have one.

Lesson 5 - School Survey on Honor Code

Continue the code discussion, but give examples of violations and have the class determine the punishment. Have the students survey other students in the school to determine the possibilities of initiating an honor code. The survey results will be discussed in class at the end of the week.

Lesson 6 - Moral Leadership

Homework: Read Burns' *Moral Leadership*, p. 483 in Wren. Respond to Burns' comments on moral leadership in two-page essay.

Lesson 7 - Organizational Moral Dilemmas

Have cooperative groups develop a moral dilemma that concerns organizations, not individuals. Follow Lesson 2 plans.

Project

Special assignment: Each group is to put together two film clips that show (1) an individual in a moral dilemma and (2) an organizational moral dilemma. This will be viewed in class and discussion will follow on how the dilemma was resolved.

Lesson 8 - *Seven Habits of Effective Leaders*

After reading the first chapter of Covey's *Seven Habits of Effective People*, students will discuss what they've learned.

Lesson 9 - *Seven Habits*

Spend two days jig-sawing the rest of the *Seven Habits* with expert groups and home groups.

Lesson 10 - *Seven Habits*

Drawing from the sections in *Seven Habits* that describe mission statements, have each student develop a personal mission statement. On the third day, students will share their mission statements within their group and then turn them in to the instructor. (three days)

Lesson 11 - Ethical Dilemmas

Have the groups develop skits on an ethical dilemma and then present them to the class.

FOUNDATIONS OF LEADERSHIP B
MODULE 5: LEADERSHIP COMPETENCIES

WEEK 1	Class discussion on decision making	Provide decision making scenario for class to solve	Case Study on decision making: Truman's use of atom bomb	Groups discuss Truman's decision making	Essay test on the process of decision making
WEEK 2	Visioning: Class discussion of visions and dreams	Visioning: M.L. King's *I Have a Dream* speech	Students write speech of their visions	Presentation of students' speeches	React to the quote: "A visionary has her head in the clouds and her feet on the ground."
WEEK 3	Problem solving *Apollo 13*	Problem solving in groups: Egg Drop experiment	Egg Drop experiment	Egg Drop experiment	Discuss process used to complete experiment
WEEK 4	Communication and critical thinking	Communication and the Media: Influences on Public Opinion	NO CLASS	NO CLASS	NO CLASS

READINGS

***The Leader's Companion* by J. Thomas Wren**

1. *Choosing a Fundamental Change Strategy* - Beckhard.....pp. 395-401
2. *A New Vision of Leadership* - Darling.....pp. 472-480
3. *Personal Factors Associated With Leadership* - Stodgill ....pp. 127-143

Time, Newsweek, U.S. News and World Report, U.S.A. Today

FILM: *The Fateful Decade: From Little Rock to the Civil Rights Bill.*

27 minutes, Films for the Humanities and Science (contains M.L.King's speech)

FOUNDATIONS OF LEADERSHIP B
MODULE 5: LESSONS FOR LEADERSHIP COMPETENCIES

Lesson 1 - Decision Making

Discussion on decision making, highlighting idea that life is all decision making. Ask about the clothes the students are wearing. Did you pick them out yesterday? Did you look in your closet and decide this morning? Did you grab the nearest clothes and put them on? Why do people react differently to decision-making? Explain the difference between long-term and short-term decision making. Have the students explain what decisions are extremely hard to make and why.

Homework: In writing, describe what has been the hardest decision for you to make. Why was it so hard? How did you make the decision?

Lesson 2 - Group Decision Making

Working alone, students are given a scenario to read, analyze and make a decision about its outcome. Place students into groups of five, and ask them to make a decision on the same scenario. At the conclusion, ask: Is it easier to make a decision by yourself? Was the process of group decision making better or worse? Did more thinking go into group or individual decisions? Have each group create a scenario for another group to decide on. Share the decisions with each other.

Lesson 3 - President Truman's Decision

Still in groups, have students research Truman's atomic bombing of Japan using the internet and conventional library resources. Have each group decide whether Truman made the right decision. Each group must support this by going through a decison-making chart, weighing pros and cons, short-term and long-term results.

Lesson 4 - President Truman's Dilemma

Have the groups present how they resolved the dilemma and what reasoning led to the decision. Each student will have an opportunity to analyze Truman's dilemma and the group's decision-making process in a concluding written assignment.

Lesson 5 - Visioning

Ask the class to write down their dreams for the future. Have students share their dreams. Discuss how visions differ from dreams. What is the key to making visions into reality? Is there a difference between a vision that is just for you and a vision you have that is more for others and society? Why? How does visioning fit in with the concept of transforming leadership? Show the video of Dr. Martin Luther King Jr.'s "*I Have a Dream*" speech.

Homework: Write a two- to three-page essay that describes Dr. King's speech. Provide specific information about his vision.

Lesson 6 - Student's Vision Speeches

The students will prepare a speech of their own vision. The speech should last four to five minutes. Students will have the decision to deliver the speech for double credit or submit it in writing for single credit. (If students cannot describe their own vision, they may research another vision and write a speech about it.)

Lesson 7 - Visioning

React to the quotation: "A true visionary has her head in the clouds and her feet on the ground."

Lesson 8 - Problem solving

Show the ten-minute clip from the movie *Apollo 13* in which a team must create a part that will save the mission. Discuss the clip and why it describes the highest level of problem solving. Reshow the clip and have the students write down the process used to problem-solve. Discuss in class and create a problem-solving chart.

Lesson 9 - Egg Drop Activity

Divide the class into groups of three and give each group the job of keeping an egg from cracking when dropped twenty feet. Allow two days for planning and one day for demonstration.

Use the following Egg Drop Specifications:

1. Materials are limited to soft plastic, cotton, rubber, and paper.
2. Total weight of package cannot exceed one pound, including egg.
3. Drop will be made from second story classroom window onto concrete sidewalk.

Lesson 10 - Egg Drop Process: Analysis

Each group describes the process it took to achieve the desired results in the Egg Drop activity.

Lesson 11 - The Media and Public Opinion

Divide the class into four groups. Group 1 is given *Time Magazine*, Group 2, *Newsweek*, Group 3, *U.S. News and World Report*, and Group 4, *U.S.A. Today*. Each group will examine how the publication covers the weekly news and how it influences public opinion. The groups will study the publications for one day and then report to the class on the following day.

FOUNDATIONS OF LEADERSHIP B
MODULE 6: LEADING INDIVIDUALS AND GROUPS

WEEK 1	Introduction: Leading Individuals	Show film *Cadence*	Show film *Cadence*	Discussion: Understanding and motivating individuals	Discussion: The impact of race and ethnicity in a group setting
WEEK 2	Brainstorm characteristics of followers	Show film on mountain gorillas and observe leader and follower	Compare the gorillas' behaviors to human behaviors	Discussion: Leadership in different types of groups--gangs, teams, constituents	Group activity on leader/follower interactions
WEEK 3	Group activity: role play	Continue group activity	Discussion: Changing roles of leaders and followers	Research a leader and describe techniques used to lead followers	Continue research
WEEK 4	Different styles for different groups	Discussion: Leadership style of Machiavelli's *The Prince*	Review leadership as a process	Review relationships of leaders and followers	Exam

BEST COPY AVAILABLE

FOUNDATIONS OF LEADERSHIP B
MODULE 6: LESSONS FOR LEADING INDIVIDUALS AND GROUPS

Lesson 1 - Leader/Follower Interaction
Introduce concepts of leader/follower interactions. Ask: What do you look for in a leader? What makes a good follower? How do these two interact?

Lesson 2 - *Cadence*
Show video *Cadence*. Have the class examine what the movie tells us about understanding and motivating individuals, as well as the dynamics of race and ethnic diversity in a group setting. (four days)

Lesson 3 - Followers
Have students brainstorm the essential characteristics of followers. What are the differences between the emotional and intellectual attitudes of followers?

Lesson 4 - Mountain Gorillas
Show video on mountain gorillas and have students observe the roles within the group. Relate these behaviors to humans and give human examples to support the behaviors seen among the gorillas.

Lesson 5 - Group Behaviors
Class discussion. Are all groups the same? Use three examples: gangs, sports teams, political constituents. Create a matrix comparing and contrasting the three. Students analyze what characteristics are the same and what characteristics are different. Why do people join gangs? Does a gang leader use the same techniques as a team captain? As a politician?

Lesson 6 - Teamwork
Divide class into groups of five and assign roles to the group members. Examples: enabler, doubter, troublemaker, peacemaker and taskmaster. Team members do not disclose their roles to one another. Give each group ten brain-teasers to solve. At the conclusion of the activity have each group member describe what he/she thought was the other's role. Which individuals became dominant? How did this affect the workings of the group? (three days)

Lesson 7 - Leading Groups

Discuss the ever-evolving roles of leader/follower: Leading from on top, leading from the center, and leading from the back. Use a corporate example to show C.E.O., mid-level manager, work-team leader, worker. When is each a leader? Does the level of leadership have different competency requirements?

Research Project

Select a leader from government, business, science, education, the arts, media, military, sports, or the community. Research the leader's style and strategy for leading others, and write a two-page analysis. (The project requires two class periods for initial discussion and research. The students have a week to complete the assignment.)

Lesson 8 - "Different Strokes for Different Folks"

Effective leadership is contingent upon the given situation and the type of group involved. Give out descriptions of five different groups and have the class evaluate which leadership style would fit which group. Do this activity in groups of six and have each group decide and then present to the class. Have students apply what they've learned to other groups in society.

Lesson 9 - *The Prince*

Give out excerpts of *The Prince* by Machiavelli and ask the class: How did Machiavelli believe a leader should deal with followers? Why? Discuss the historical context and then ask: Do today's leaders still follow the example of *The Prince?*

Review - Leadership as a Process

Review - Relationships of Leaders/Followers

Exam

FOUNDATIONS OF LEADERSHIP B
MODULE 7: SERVICE LEARNING

WEEK 1	Introduce concept of service	Groups select service project	Groups plan project	Kolb's Learning Wheel	Experiential learning cycle
WEEK 2	Discuss Servant Leadership (Greenleaf)	Discussion continued	Group project work session	Group project work session	Discuss: What does one gain by giving?
WEEK 3	Groups revise Maryland Service Requirement	Present revisions to class	Finish work on group projects	Write: *The Person Who Did The Most For Me*	Discuss writing activity
WEEK 4	Present results of group projects	Present results of group projects	Present results of group projects	Reflections on group projects	Exam

READINGS

Servant Leadership **by Robert Greenleaf, pp. 7-48**
Community Service as Values Education **by Delve, Mintz, and Stewart pp. 31-42**

FOUNDATIONS OF LEADERSHIP B
MODULE 7: LESSONS FOR SERVICE LEARNING

Lesson 1 - Service Learning

Introductory Lecture/Discussion: What is service learning? Why do people serve? What does one gain from serving? Have students relate their own experiences.

> *Project* - The class is divided into groups of four or five. Each group selects a service project to initiate. Each group member must contribute a minimum of thirty hours of service. The results of the project will be shared with the class during Week Four. The groups are expected to work outside of class to do most of the project planning and the actual service experience.

Lesson 2 - Kolb's Learning Wheel

Kolb's Learning Wheel, described in *Community Service as Values Education*, page 37, will be explained and a visual will be given to each student. The Learning Wheel will be integrated into the experiential learning cycle and this will be the model used for the service projects. (two days)

Lesson 3 - *Servant Leadership*

Students will read *Servant Leadership* by Robert Greenleaf (pp. 7-48) prior to class period. Questions to be addressed: Is servant leadership an oxymoron? How does one lead by serving? Give examples of servant leaders that have influenced you.

Homework: Write an essay either defending or rejecting the concept of servant leadership. (two days)

Lesson 4 - Debate

The class discusses and debates the quotation. "It is better to give than to receive." What does it mean to give? Where is leadership in the whole concept of giving? Ask class if anyone has tutored/mentored younger students. What was it like? Why did you do it? What did you learn from it?

Lesson 5 - Service Learning Requirements

Distribute the regulations for the State of Maryland's *Service Learning Requirements*. Divide class into groups of five and have them revise the requirements to be more meaningful. It is one thing to perform community service, but it is another thing to discuss and describe the experience -- to reflect upon it. Each group will share its findings with the class.

Lesson 6 - Essay
In-class writing assignment: *The Person Who Did the Most for Me (non-relative).*

Lesson 7 - Helping Others
The class will share the essays and classify the responses into categories: professional, volunteer, sports-related, other. When the results are tabulated, discuss the importance of helping others.

Lesson 8 - Reflection
Analyze the results of the group projects, both internally and externally. The following questions will be considered: What were some of the problems? Was it satisfying? Would you be involved in helping others again? What was the most significant thing learned?

FOUNDATIONS OF LEADERSHIP B
MODULE 8: EXPERIENTIAL LEARNING

WEEK 1	Assign project: *Visioning the Kennedy Community, Past, Present and Future*	Divide into teams by topics	PROJECT	PROJECT	PROJECT
WEEK 2	PROJECT	PROJECT	PROJECT	PROJECT	PROJECT
WEEK 3	PROJECT	PROJECT	PROJECT	PROJECT	PROJECT
WEEK 4	PROJECT	Multimedia presentation of *"Kennedy, Past, Present, and Future"*	Continue presentations	Submit written component and discuss how the process worked	Evaluations of group members (self, group, teacher)

FINAL PROJECT - The project will be the culmination of the year's work. The class will be divided into the following groups: (1) education; (2) health and welfare; (3) transportation; (4) demographics; (5) politics; (6) economics, and (7) history.

The groups will gather information on the Kennedy school district from the past and the present. They will use all sources of information; written, visual, and oral. The material will be used to predict the future of the Kennedy area. After nine days of research the students will be divided into production groups: (1) multi-media; (2) photography; and (3) writing and editing to put together the final products. The students will be evaluated both on process as well as on product. The students will be evaluated by the instructor, the group members, and by themselves.

This project will put into effect all the various skills learned during the two semester course Foundations of Leadership.

RESOURCES FOR FOUNDATIONS OF LEADERSHIP

Teachers Resources

Bass, B.M. (1981). *Stogdill's Handbook of Leadership: A Survey of Theory and Research*. New York: The Free Press.

Bennis, W. (1989). *On Becoming a Leader*. Massachusetts: Addison Wesley Publishing Company.

Burns, J.M. (1978). *Leadership*. New York: Harper and Row.

Covey, S.R. (1989). *The Seven Habits of Highly Effective People*. New York: Simon & Schuster.

Gardner, H. (1991). *The Unschooled Mind: How Children Think and How Schools Should Teach*. New York: Basic Books.

Greenleaf, R.K. (1977). *Servant Leadership*. New York: Paulist Press.

Heifetz, R. (1994). *Leadership Without Easy Answers*. Cambridge, MA: Belknap Press.

Kellerman, B. (1984). *Leadership: Multidisciplinary Perspectives*. Englewood Cliffs, NJ: Prentice Hall.

Matusak, L. (1996). *Finding Your Voice*. San Francisco: Jossey-Bass.

Rost, J. (1993). *Leadership for the Twenty-First Century*. New York: The Free Press.

**Various material from the Jepson School of Leadership, University of Richmond.*

Student Resources

Covey, S.R. (1989). *The Seven Habits of Highly Effective People*. New York: Simon & Schuster.

Wren, J.T. (1995). *The Leaders Companion*. New York: The Free Press.

CHAPTER THREE

LEADERSHIP LEARNING ACROSS THE GRADES AND DISCIPLINES

Sample Lessons and Activities for a K-12 Leadership Curriculum

CHAPTER THREE

Learning Leadership Across the Grades and Disciplines

Sample Lessons and Activities for a K-12 Leadership Curriculum

Carol Starr

Over the past ten years a cry has gone out from the communities and workplaces of America that the public schools are not producing workers and citizens who can adapt to the challenges of the information age. Leaders in government, business, and education are demanding that students must have a better grasp of what it means to be lifelong learners and responsible citizens so that they are better able to

★ apply what they have learned to situations in many disciplines and settings;

★ be inquisitive, critical and creative problem solvers;

★ be active and interactive learners;

★ value others and be able to work effectively in groups and with other individuals;

★ take responsibility for their learning and be able to better assess their needs as students;

★ take on effective service and leadership roles within the community and the workplace.

A curriculum that organizes teaching systematically around positive leadership skills from the kindergarten level up through high school will help students acquire and practice many of these skills and objectives. The child who is given the opportunity to apply, practice, and enforce these skills in many settings and situations will experience stronger personal growth and development. The school can integrate these themes and skills successfully at appropriate developmental levels across the curriculum, thereby providing a better coordinated range of tools with which students can understand who they are and how they can become more involved and effective members of society.

It Works!

To spread the enthusiasm for learning leadership skills across the curriculum and grade levels within the Kennedy High School elementary and middle "feeder" schools, funds were provided within the CivicQuest grant to provide for a three-day summer consortium meeting of K-12 teachers interested in learning about and teaching leadership skills. The meeting was led by the faculty of the University of Maryland's Center for Political Leadership and Participation and John F. Kennedy's Leadership Training Institute. Participants learned about the different aspects of leadership and brainstormed ways to integrate leadership skills into their own curriculum. Teachers were charged with writing and implementing these lesson plans before the beginning of December, when they would reconvene to evaluate the lessons. At the December meeting, teachers were wildly

enthusiastic about the impact of leadership learning on their students. Not only were their lessons well received, they set a tone for establishing a more positive learning environment within the classroom--a student-centered, democratic and participatory community of learners at its best.

Goal of the chapter

The goal of this chapter is to encourage more teaching and integration of leadership skills through the scope and sequence of the elementary and secondary curriculum by providing selected examples of lessons and showing how they can be applied to meet objectives on different developmental levels and disciplines. This is not intended to be a comprehensive or exhaustive handbook on teaching leadership across the curriculum. Rather, it is meant to show readers that it can be done and that the development of leadership curriculum would be time and resources well spent. While many of the lessons were designed and implemented as a result of the Civicquest Workshop, exemplary lessons from other teachers in Montgomery County Schools are also included.

Leadership teaching and learning

The lessons described have been carefully selected and designed to engage students at age-appropriate levels. These lessons integrate with and enhance the prescribed curriculum. Most important, the teachers who have used these lessons have found that they use their best teaching techniques when they focus on leadership. Teaching leadership demands a careful process of applying the strategies for interdisciplinary teaching, using cooperative and experiential learning, and reaching the multiple intelligences. Leadership learning requires the students to be inquisitive, critical and creative problem-solvers and active participants in the classroom community. Parental involvement, understanding, and support at home build upon and improve these leadership skills. When students believe in themselves and their ability to make a difference in the world, they become master learners.

Leadership competencies

Students who are effective leaders can

1. establish a vision of their short-and long-term goals for personal growth and for their contribution to the wider community;
2. clearly define and confirm their personal values;
3. develop critical and creative thinking and problem-solving skills;
4. practice effective communication skills;
5. learn to work cooperatively on interpersonal levels as well as within groups and, in so doing;

6. deal effectively with conflict so that they become informed, active citizens who
   - work to serve themselves and the wider community;
   - promote the elimination of gender, ethnic, and racial bias;
   - help increase global understanding.

Because most lessons that address leadership tend to integrate a number of skills simultaneously, these lessons have been organized around the following clusters of questions:

- ★ **Why do we need leadership?**
- ★ **What is leadership? How do people lead? What are the different types and styles of leadership and what needs do they meet? How do the decisions that leaders make confirm their personal and ethical values?**
- ★ **In what ways can a group be more productive than an individual? What types of leaders do groups need? How can I be an effective group leader or follower?**
- ★ **What are the connections among conflict resolution, leadership, and curriculum?**
- ★ **How can we be citizen leaders in our own communities?**

For each area we have provided descriptions of lessons and activities that can be used at different levels; these levels have been so designated.

K-12 LEADERSHIP LESSONS INCLUDED IN THIS CHAPTER

WHY DO WE NEED EFFECTIVE LEADERSHIP?

LESSON	GRADE	CONTENT	COMPETENCIES
1. *If They Hate Me, Weave a Web of Love*	Elementary, K-5	Language Arts Music Art	Critical Thinking (CT) Cooperative Learning (CL) Conflict Resolution (CR) Moral Reasoning (MR) Multicultural Understanding (MU)
2. *The Courage It Takes To Lead*	Elementary, 3-4	Language Arts	CT, CL, MR
3. *The Mock Trial of General Custer*	Middle School	Social Studies English	Communications (C), CT, MR, MU
4. *What a Difference Leaders Make!*	Middle and High School	English Government History	CT, C, MR
Revolutionary Leadership: George Washington and Thomas Jefferson versus Robespierre and Napoleon			
5. *The Butterfly Revolution* and *Lord of the Flies*	High School	Interdisciplinary English/Government	CT, C, CL, MR
6. *Comparing The Prince with Martin Luther*	High School	English Government History	CT, C, MR

HOW DO PEOPLE LEAD EFFECTIVELY? WHAT ARE THE DIFFERENT TYPES AND STYLES OF LEADERSHIP AND WHAT NEEDS DO THEY MEET? HOW DO THE DECISIONS THAT LEADERS MAKE CONFIRM THEIR PERSONAL AND ETHICAL VALUES?

1. *A Line Needs a Leader, And it Needs a Caboose*	Elementary, K-2	Language Arts Music	Visioning (V), C, CL, CR
2. *Charlotte's Web*	Elementary, 3-4	Language Arts	CT, C, CL
3. *Who Killed Montezuma?*	Middle School	English History	CT, C, MR, MU
4. *The Courage to Confront*	High School	English Government History	CT, C, MR

5.	*The Welfare of the People: An Enlightened Approach*	High School	English Government History	CT, C, CL, MR
6.	*Leadership in Democratic Societies*	High School	English Government History	CT, C, CL, MR, MU

IN WHAT WAYS CAN A GROUP BE MORE PRODUCTIVE THAN AN INDIVIDUAL? WHAT TYPES OF LEADERS DO GROUPS NEED? HOW CAN I BE AN EFFECTIVE GROUP LEADER AND FOLLOWER?

1.	*Discovering the Leader in You*	Elementary, 3-4	Language Arts Social Studies	CT, C, CL, MU
2.	*Tech Challenges: Making Science and Technology Skills Work*	Middle and High School	Science (Lab/Biology) Technology Ed.	V, CT, CL
3.	*Global Collaboration On the Internet: Creating a New Democracy*	Middle and High School	English Government History Computer Technology	V, CT, C, MR, MU
4.	*Utopia: Perfect Societies in an Imperfect World?*	High School	Interdisciplinary English and Government	V, CT, C, CL, MR

WHAT ARE THE CONNECTIONS AMONG CONFLICT RESOLUTION, LEADERSHIP, AND CURRICULUM?

ATFRC (Action, Thoughts, Feelings, Reaction, Consequences)

1.	*Friends?*	Elementary	Language Arts	CT, C, CR, CL, MU
2.	*What Apartheid Did to South Africa*	Middle School	English Social Studies	CT, C, CR, CL, MU
3.	*The Power of Positive Thinking: The Odyssey*	High School	English	CT, C, CR, CL, MU

ACTIVE LISTENING

1.	*Using "I" Messages To Express Feelings*	Elementary	Language Arts Social Studies	CT, C, CR, CL, MU
2.	*Talking It Out*	Middle School	English Communications	CT, C, CR, CL, MU

BEST COPY AVAILABLE

TRIGGERS				
1.	*Recognizing Triggers Before They Go Off*	Elementary and Middle School	Language Arts	CT, C, CR, CL, MU
2.	*Dealing with Triggers in the Middle East*	Middle and High School	History Government	CT, C, CR, CL, MU
BRAINSTORMING				
1.	*What If the Other Side Had Won?*	Elementary	Social Studies	CT, C, CR, CL, MU
2.	*What Ever Happened To the Maya?*	Middle School	History	CT, C, CR, CL, MU

HOW CAN WE BE CITIZEN LEADERS IN OUR OWN COMMUNITIES?

1.	*Litchko City: A Setting for Learning Social Responsibility*	Elementary, K-2	Social Studies	V, CT, C, CL, MR Community Service (CS)
2.	*The Hope Project*	Elementary	Social Studies	CT, C, CS
3.	*Saving Our Streams: From Environmental Investigator to Citizen Leader*	Elementary and Middle (5-8)	Science Social Studies Language Arts Media	CT, C, CL, CS
4.	*A Call to Action! Looking At Your Own Community*	Middle and High School	English Government Math, Science	CT, C, CL, CS
5.	*Making Community Service Count: Designing Projects to Make Changes That Last*	High School	All Subjects	All Competencies

WHY DO WE NEED LEADERSHIP?

The lessons that we describe have been organized around a conceptual framework that

- ★ establishes the need for leadership;
- ★ demonstrates effective styles and practices of leadership;
- ★ focuses on conflict resolution;
- ★ provides a climate for changes in the community.

While many of the lessons have been integrated into the English and social studies curriculum, others provide science, math, music and art interdisciplinary connections and have been so designated in the description.

Experienced teachers at the CivicQuest meeting felt strongly that students be involved in activities to help them understand why effective leadership is needed. The teachers felt that the reality of today's world is such that the risks and consequences of what happens when there is a lack of effective leadership establishes the value of taking the risk to lead effectively. Today's child is surrounded by the media's emphasis on action and violence instead of conflict resolution and building community. The traits of the power hungry, selfish, and ruthless are often held up as models without providing a balanced image of the selfless risk-taker who makes tough ethical decisions to resist peer pressure and takes actions that provide long- rather than short-term benefits. To set a frame of reference and vocabulary for exploring effective leadership, teachers felt strongly that students must be engaged in exercises that challenge them to distinguish positive leadership styles, characteristics, and behaviors. The types of activities that teachers created are age-appropriate and fit into the curriculum. The following describes the creative and versatile types of lessons and activities that they designed.

Instructional outcomes

1. Using critical-thinking skills, students are able to recognize the attributes of effective leaders and followers.
2. Students also recognize the consequences of destructive leadership.
3. Students practice leadership/followership skills required in building strong communities.

WHY DO WE NEED LEADERSHIP?

Example 1: Elementary School (kindergarten - grade 5)

Lesson: If They Hate Me, Weave a Web of Love

Content Area: Language Arts, Music, Art

Competencies: Critical thinking, cooperative learning, conflict resolution, moral reasoning, multicultural understanding

Reading: *A Chorus of Cultures: Developing Literacy Through Multicultural Poetry* (complete with tape), Hampton Brown Books, Carmel, California, 1993.

These two activities are among many provided by *A Chorus of Cultures: Developing Literacy Through Multicultural Poetry*, an anthology of songs, music, and poems from the world's cultures. Students devote a day each to three poems, "Shame," "Image," and "If They Hate Me," drawn from the real-life experiences of Mexican-American Francisco Alarcon. Using the analogy of the difference between an arrow and a boomerang, students discuss why it is the person who makes discriminatory remarks, not the person who receives them, who has the problem. The poem "Image" helps students understand how words might be like arrows or boomerangs depending upon their message.

Another activity that brings students of all backgrounds together is based on the Ethiopian proverb, "When spider webs unite, they can tie up a lion," in *A Chorus of Cultures*. Students sit on the floor with a large ball of yarn. They think of the good things that their classmates have done for each other. The teacher begins the process by giving a few examples, asking the class to come up with their own memories. The first child to start out rolls the ball of yarn to the child in the circle who has made a positive contribution to the class, clearly stating what happened. The second child then relates another story and rolls the ball of yarn to the third and so on, until everyone is connected by the "spider web" of yarn, showing how close-knit the class really is.

WHY DO WE NEED LEADERSHIP?

Example 2: Elementary School (grades 3-4)

Lesson: The Courage It Takes to Lead

Content Area: Language Arts

Competencies: Critical thinking, cooperative learning, moral reasoning

Reading: McSwigan, Marie, *Snow Treasure*, Scholastic, Inc., 1986.

Leadership themes are easily adapted to the core book *Snow Treasure*, in which Norwegian children must smuggle gold bricks past Nazi soldiers.

Students begin this unit by identifying leadership qualities that they believe are important, such as honesty, fairness, helping others, and courage. Working in small groups, students discuss which characters in the book exhibit these leadership traits and why. As they continue to read *Snow Treasure*, the groups explore how the characters deal with the difficult moral dilemmas they face, how unexpected "leaders" emerge as a result of a crisis situation, and, ultimately, how a positive leader can make a real difference in the world. One student wrote: "Peter Lundstrom was a leader because he was brave. He would not talk to the Nazis, but he spoke out to help others." Students reflect upon their own lives and the hard decisions that they have had to make that were unpopular with their friends. The unit concludes with a discussion of today's leaders and the kinds of decisions that they are called on to make.

Developed by Dorothy Sturek, Piney Branch Elementary School, MCPS.

WHY DO WE NEED LEADERSHIP?

Example 3: Middle School

Lesson: The Mock Trial of General George Custer

Content Area: Social Studies, English

Competencies: Critical thinking, communication, moral reasoning, multicultural understanding

Resources: Students were asked to access and document at least three different sources that describe the circumstances and decisions involved with Custer's leadership of the Battle of Little Big Horn.

This activity fits into American History/Western Hemisphere study of the western movement and the United States' treatment of Native Americans.

In preparation for the mock trial, students conduct their own research on the attack at Little Big Horn, and then are assigned roles: judge, jury, prosecution and defense teams, and the defendant, General Custer. The trial challenges students to analyze leadership from the perspective of two cultures, the Anglo settlers and the Native Americans, and to assess the consequences of George Custer's decision to lead the attack. Students are required to apply their own ethics and values to decide about Custer's guilt or innocence. They conclude the lesson by examining how historical figures are represented in the readings.

The eighth-grade social studies teacher who used the mock trial activity was very impressed with how engaged the students became and how seriously they took their roles and responded to the challenge of leadership.

Extended applications

Key to many of these lessons are the opportunities they give students to reflect on how well they played the leadership roles in which they found themselves. This activity required students to make decisions that were unpopular with their peers, and, to some extent were considered "politically incorrect." Playing the role of individuals who have difficult decisions to make and then taking the time to reflect upon that experience afterwards can make all the difference when students have to make real-life decisions. This teacher asked her students to discuss first how they handled the dilemmas and then to write about what they had learned from the experience. This last step of reflection is critical. The amount of time taken to discuss and reflect is really worthwhile.

Developed by Shirley Calliste, E. Brooke Lee Middle School, MCPS.

WHY DO WE NEED LEADERSHIP?

Example 4: Middle and High School

Lesson: What a Difference Leaders Make! Revolutionary Leadership: George Washington and Thomas Jefferson versus Robespierre and Napoleon

Content Area: English, Government, History

Competencies: Critical thinking, communication, moral reasoning

Readings: McKay, Hill and Butler, *A History of World Societies*, pp. 798-816. Beers and Burton, *World History: Patterns of Civilization*, pp. 424-444. Crane Britton's "Anatomy of Revolution" in Handout #1, pp. 20-21, Unit III in *Modern World A & B History Pilot Test 1*: 1995-96, Montgomery County Public Schools, Office of Instruction and Program Development, Department of Academic Programs, Division of Curriculum Coordination and Implementation, 1995.

Modern world history students compared the development and outcomes of both the American and French revolutions. They were asked to make assumptions about the differences in the conditions that led to both revolutions and to look at the characteristics of important revolutionary leaders. Using Crane Britton's essay "Anatomy of Revolution," students were asked to compare George Washington and Thomas Jefferson with Robespierre and Napoleon. They were challenged to compare their leadership goals, styles, strategies, and outcomes. Both Jefferson and Washington showed their commitment to constitutional government that safe guarded representational government against the abuse of power. Both Robespierre and Napoleon wanted freedom and equality for the people but, at the same time, were totally unrestained in their use of power. Students were able to make these contrasts themselves and enjoyed hypothesizing about how or whether history in each country could have been different with different leaders. They could also measure the effect of leadership on the direction that each country took in its development.

EXTENDED APPLICATION

This lesson can be used as a frame of reference for studying modern American and French history and how the influence of these leaders affected subsequent leaders. If students have been introduced to the transactional/transforming leader spectrum, it can be used again to analyze the leadership contributions of Jefferson, Washington, Robespierre, and Napoleon.

Developed by Carol Starr, Kennedy High School, MCPS.

WHY DO WE NEED LEADERSHIP?

Example 5: High School

Lesson: *The Butterfly Revolution* and *Lord of the Flies*

Content Area: Interdisciplinary English and Government

Competencies: Critical thinking, communication, cooperative learning, moral reasoning

Readings: Butler, William, *The Butterfly Revolution*, Ballentine Books, New York, 1961.
Golding, William, *Lord of the Flies*, Buccaneer Books, 1992.

Tenth-grade students were assigned both novels before classroom activities began. They were given an objective reading comprehension quiz on the novels and were provided an opportunity to discuss and review the novels before the quiz. They were divided into heterogeneous groups and each group was given a different topic for making a thematic presentation based on the novels. The four topics were: 1) The Importance of Group Dynamics; 2) Novels as Literature; 3) Chaos to Order (or the reverse); and 4) Different Styles of Leadership. These group presentations had to be twenty-minutes long, well orchestrated, purposeful, and use multimedia and interactive questioning techniques. Each team used different ways of presenting information. One team used overheads that mapped out the climactic moments of the story, several others used video clips from the two movies that were made of *Lord of the Flies*. Some of the teams enacted dramatizations of scenes from the books, others designed colorful and informative posters illustrating the differences and similarities among the novels' leaders.

Students had to write daily journal entries about how their own group was working, including what they learned and how much they and others were contributing to the project. After the group presentations, students took a unit test based on the content of the presentations, and wrote an essay about what they had learned about leadership and working in groups. As one student said, "I think the fact that everybody in my group knew each other and got along well together allowed us to turn out a presentation that was not only informative, but quite entertaining, both to watch and to produce. I also gained a better idea of the concept of group dynamics, my topic, by learning about and examining the different roles in a group."

Developed by Greg Bowman and Janet Rodkey, Kennedy High School, MCPS.

WHY DO WE NEED LEADERSHIP?

Example 6: High School

Lesson: Comparing Machiavelli's *The Prince* with Martin Luther: Transforming versus Transactional Leaders

Content Area: English, Government, History

Competencies: Critical thinking, communication, moral reasoning

Readings: Burns, James MacGregor, *Leadership* (Introduction), Harper, New York: 1978. Machiavelli, *The Prince*.

Resources about Martin Luther:

McKay, John, Bennett Hill and John Buckler, *A History of World Societies*, Houghton Mifflin Co., Boston and Toronto, 1992: pp. 535-545. Beers, Burton, *World History: Patterns of Civilization*, Prentice Hall, Englewood Cliffs, New Jersey, 1993: pp. 339-341.

Students are challenged to think about the qualities of leadership that are most effective in making positive social and political transformations. They are required to make comparisons between historical and contemporary leaders as they look for universal qualities that transform. Machiavelli and Martin Luther are both considered to have made pivotal changes in the way that people of their time viewed and responded to the world. Students are first asked to look at the time period, Machiavelli's background, and his purposes for writing *The Prince*. They are asked to focus on why and how Machiavelli was so effective in creating a clear image of the political ruler and how that leader should use power.

Students read excerpts from James MacGregor Burns' *Leadership*, in which he differentiates between the transactional and transforming leader, to determine the type of leadership that Machiavelli espouses. They have to justify their decisions with examples from Machiavelli's writing and his reflections on the behavior of the Medicis and other rulers. Students are then challenged to look at the behavior and strategies that our own political leaders use and to identify contemporary leaders who they would consider to be transactional leaders, providing actual examples of their strategies and patterns (Lyndon Johnson and Richard Nixon were frequently mentioned).

Students follow their study of the Renaissance with that of the Reformation, noting the contribution that Martin Luther made. Students again look at the context and practices of the time. They look at Luther's background and personal characteristics. They study just how far he went in renouncing the teaching and practices of the time, including his refusal to lead a social revolution of the peasants. At this point, students are asked to reread Burns' definition of transactional and transforming leadership and to classify the type of leadership that Luther exhibited. They are asked to make up a "leadership spectrum" that shows the types of contributions that a leader would have to make in order to qualify for transforming or transactional leadership. Then they are asked to place

Luther and Machiavelli on the spectrum. When this lesson was taught at JFK High School, students defined the true transforming leader as one who makes meaningful institutional and social changes.

We taught these lessons at two high schools in Montgomery County Public Schools and encouraged the students to place other leaders along the spectrum. This exercise really energized students and encouraged them to think about leadership styles, types of contributions that leaders can make, and the degree to which these contributions have lasting effects.

ART, MUSIC, SCIENCE AND MATH EXTENSIONS AND APPLICATIONS

This activity proved to be provocative for the students in many aspects. Because the Renaissance was such a paradigm shift in the area of art and music and eventually led to the scientific revolution as well, students began to ask about and look at leaders in the arts and sciences and to evaluate their contributions. They wanted to include them among the leaders they placed along the transactional/transformational leadership spectrum. These contributions may not have made such direct measurable behavioral changes, but they did revolutionize expression and understanding. We thought it important for students to analyze these contributions and place them along the spectrum as well. This allowed students to gain a much richer perspective on the organic and systemic nature of the world and on the many different ways individuals can be involved in the leadershp process. This activity fostered considerable discussion and analysis and presented a much more comprehensive picture of paradigm shifts in human history.

Developed by Fotini Economides, Einstein High School, and Carol Starr, Kennedy High School, MCPS.

HOW DO PEOPLE LEAD EFFECTIVELY?

These exercises and activities raise student awareness about the different ways in which leaders can be positive. Younger children need more concrete examples of actions they can take. According to the elementary teachers who piloted leadership lesson plans, students also need to learn the vocabulary of leadership and to use it in many different situations. Adolescent students have a much more relativistic outlook. As part of their modern world history background they can study how, over time, philosophers have called for different styles of leadership to meet the challenges and needs of human nature. We have found that high school students enjoy learning about different styles of leadership and their effectiveness.

Instructional outcomes

1. Students are able to recognize and appreciate different leadership styles and how they meet the needs of different situations.
2. Students can apply problem-solving techniques to situations that pose moral and ethical dilemmas.
3. Students are able to assess which types of decisions and leadership skills provide the most effective leadership.

HOW DO PEOPLE LEAD EFFECTIVELY?

Example 1: Elementary School (grades K- 2)

Lesson: A Line Needs a Leader -- and It Needs a Caboose

Content Area: Language Arts, Music

Competencies: Visioning, communication, cooperative learning, conflict resolution

Resources: "A Line Needs a Leader" and "Stay Cool at School," recorded by Billy B. De Regniers, Beatrice S. *Everyone is Good for Something*. Houghton Mifflin/ Clarion Books, 1980.

Through these activities students learn to see that every member of the class is needed to play an important role and that all roles should be valued. They learn that they may not always need to be first in line.

Lesson 1 (in a three-part series):

The classroom and music teachers co-teach the class. They begin by singing the song "A Line Needs a Leader," tapping students on the head and asking them to join in a line behind the teacher as they are tapped. The classroom teacher leads a discussion about what usually happens when a teacher says, "Line up." Students share their thoughts on why people hurry to be in front. They talk about whether the best person is the first one in line and what happens when the person who is last in line arrives at where they are going. Eventually everyone admits that the last person is just as important as the first person in line. The music teacher starts the music playing ("Stay Cool at School" by Billy B.) and students work on pacing movements to the beat. The class ends with students creating a line without pushing, rushing, or crowding.

Lesson 2 (Day 2)

The classroom teacher will lead the discussion by asking the following questions: What did we learn about forming a line? What did we learn about being forceful? Is everyone important in a line? Why is everyone important in a small group?

After the teacher reads the book *Everyone is Good for Something*, students in small groups talk about how Jack's image of himself changes from the beginning of the story to the end. The teacher lists Jack's character strengths. At the same time, the teachers observe and note cooperative groups and the students' ability to self-assess how well they function. The teacher keeps a record of the children's responses about their group work and a chart with the positive character qualities.

LESSON 3 (DAY 3)

The classroom teacher reviews with the class the positive strengths they identify for the main character in *Everyone is Good for Something*. Then they brainstorm a list of their own personal strengths. With construction paper, scissors, pencils, and a sample drawn on the blackboard, students create one of the cars on a railway train. They label the car with their name and one of their personal strengths. The teacher makes an engine and a caboose and assembles the train on the classroom blackboard. The students conclude the activity by reviewing the strengths that everyone has identified and confirming how everyone in the class is important.

Developed by Alice McGinnis and Daria Pogan, Glenallan Elementary School, MCPS.

HOW DO PEOPLE LEAD EFFECTIVELY?

Example 2: Elementary School (grades 3-4)

Lesson: *Charlotte's Web*

Content Area: Language Arts

Competencies: Critical thinking, communication, cooperative learning

Reading: White, E.B. *Charlotte's Web.*

Day One: Setting the Stage

As a large group, students brainstorm characteristics that they most admire in leaders. In small groups, students create skits that reflect at least three of the leadership qualities that they have discussed. After each skit, the class discusses the leadership styles and characteristics they observed--being a good communicator, having the courage and determination to lead, knowing when to lead, and when to follow. At the end of the lesson, the students write journal reflections about what they have learned and how they can use what they have learned to become more effective leaders and followers.

Day Two: Leadership in *Charlotte's Web*

The whole class reviews the leadership characteristics from the previous day. They are then assigned to small groups and each group is given one of these questions to answer, based on *Charlotte's Web:* What makes Charlotte a leader? If Charlotte had not been in the barn, who would have been the leader in the barn? How does Charlotte communicate with the animals in the barn? Groups make presentations to the class, and the class puts together a list of positive and negative ways that characters communicated in the book. They compare these to the way that they, as people in real life, communicate with each other. They decide which forms of communication are effective and which are not.

The class then refers to the book and evaluates the effectiveness of the characters' communication skills. Individually, the students choose a character from the book to whom they write a friendly letter. Since they have evaluated that character's communication skills, the letter should include carefully crafted suggestions about how they could have communicated more effectively and have been better leaders.

This teacher reports that students "loved learning about leadership! They are acting like leaders in the classroom and continue to use leadership vocabulary as they read other books and evaluate these characters as effective leaders (and effective followers). They love to give suggestions and remark out loud as they take actions that they consider to demonstrate leadership and remind them of what positive leaders do!"

Developed by Hilary Wilson, Rockview Elementary School, MCPS.

HOW DO PEOPLE LEAD EFFECTIVELY?

Example 3: Middle School

Lesson: Who Killed Montezuma? A Mock Trial That Uses Authentic Sources

Content Area: English and History

Competencies: Critical thinking, communication, moral reasoning, and multicultural understanding

Readings: Diaz, Bernal, *Conquest of New Spain*, translated by J.M. Cohen, Folio Society, 1974. Highwater, Jamake, *"Who Killed Montezuma?"* in *The Sun He Dies: A Novel About the End of the Aztec World*, Lippencott, 1980.

This project challenges students to study leadership and historical events by using two different sources that tell a very different story about Montezuma's death. Bernal Diaz, who served as one of Cortez's lieutenants, relates that Montezuma died suddenly after he had been stoned by his own people. Highwater admits that stones were hurled at Montezuma by the people of Tenochitlan (the Aztec capital), but that a Spaniard, Juan Velazquez de Leon, actually murdered Montezuma after he had been rescued from the stoning.

This exercise requires students to try the Spaniard accused of murdering Montezuma. The prosecution uses the Aztec version of Montezuma's death (as depicted in Highwater's novel) and the defense uses Diaz' version. From the onset, this process challenges students to look at history differently. The European world has used Bernal Diaz' version of the conquest as its definitive history. This process asks students to consider the point of view of those who were conquered and to realize that even that point of view might be influenced by the competing factions operating within the Aztec world at the time.

Students have to consider the type of leader that Montezuma was, his reasons for welcoming the invading Spaniards, and the Spaniards' attitutes and actions. The prosecution and the defense alike call witnesses from different native factions, including Montezuma's Aztec subjects as well as neighboring enemy tribes. Students also have to consider the different factions that operated within Cortez' group of soldiers and what motives they might have had for killing Montezuma.

Within the courtroom, students must recreate the dynamics of the European conquest. They look at the leaders and followers, the impact of mythology and religious beliefs on Montezuma, and the dynamics of the power structure operating within the Aztecs and the Spaniards.

This exercise has been used with students of differing abilities and all of them receive it enthusiastically. After the jury's verdict is in, the class has the opportunity to discuss again what happened, and students write their individual decisions about what they think happened, supporting it with historical fact.

Developed by Carol Starr for Eastern Middle School, MCPS.

HOW DO PEOPLE LEAD EFFECTIVELY?

Example 4: High School

Lesson: The Courage to Confront: When is Civil Disobedience Appropriate?

Content Area: English, Government, History

Competencies: Critical thinking, communication, moral reasoning

Readings: *Seven Famous Greek Plays*, edited by Oates, W. J., and E. O'Neill, Jr., Vintage Books, New York: 1950. Plato, *The Republic*, translated by F. M. Cornford, Oxford University Press, New York: 1945, pp. 103-11, 148-50, 163-64, 176-79, 227-234.

This unit challenges students to look at how philosophers and world leaders have used civil disobedience to make revolutionary changes in the world around them. In English class students read and discuss the ideals of classical Greece as set forth in Plato's *Republic*. Then they read the tragedy *Antigone*, which revolves around Creon's leadership. The moral leadership dilemma faced by Creon has many applications to today's world. When does one follow the letter of the law? What are the differences between the law and justice? How does a civic leader react responsibly to acts of civil disobedience? To what degree should leaders listen to their advisors? To what degree should they be responsive to the people?

Students are challenged to study carefully Creon's leadership and compare Creon with modern rulers who have faced similar dilemmas. They discuss the reactions of the British as Gandhi led nonviolent protests over laws that were socially, economically, and politically unjust. They consider the reaction of leaders in the American South when they were challenged by followers of Dr. Martin Luther King as they protested nonviolently for their civil rights.

Students are asked to put themselves in the position of leaders who found the courage to take action against a formidable power. The final challenge for the students is to write an essay, comparing and contrasting the leadership styles and effectiveness of the figures they have studied, fictional and real.

Developed by James Holland and Carol Starr, Kennedy High School, MCPS.

HOW DO PEOPLE LEAD EFFECTIVELY?

Example 5: High School

Lesson: The Welfare of the People: An Enlightened Approach

Content Area: English, Government, History

Competencies: Critical thinking, communication, cooperative learning, moral reasoning

Readings: *Western Europe and the Modern World*, Section 1, pp. 8-35. Teacher's Curriculum Institute, Mountainview, California, 1994.

This unit blends essay writing, speaking, and debating with a study of the Enlightenment philosophers' views on how the welfare of the people should be handled by the government. Students are told that they are to plan and participate in a conference intended to design the ideal welfare-reform program. They work in pairs. Each pair is given a philosopher or politician whose role they have to research and play. In addition to researching the philosophy of the role of the state taken by Thomas Hobbes, John Locke, Montesquieu, Rousseau, Wollstonecraft, and Jesse Jackson, students are required to read and define the positions taken by President Clinton and Speaker of the House of Representatives Newt Gingrich on welfare reform legislation.

Together students have to write and deliver a two-part speech. In the first part of the speech, students clearly explain and justify their assigned person's philosophy about the role of government. In the second part of the speech, they have to explain to what extent that person could or could not endorse the welfare proposals as set forth by Clinton and Gingrich (pairs of students are also assigned the roles of Clinton and Gingrich). Students are told that they should also be prepared to answer any and all questions that come their way after they make the speech. One small group of students is not assigned roles but is assigned the job of running the conference itself. This includes drawing up carefully researched questions for each philosopher and moderating the conference.

After the conference, each student writes a two- to three-page essay in class that describes his or her own position on welfare, the role of the state, and support that position with materials from specific philosophers whose leadership and philosophical positions they can endorse.

Students found this to be rigorous. They saw just how hard it is to move from theory to practice. Many students wanted to create incentives for job-training programs and provide a safety net so that single parents would not starve. What most didn't take into account was how they could pay for those programs. To correct for this, we added a budget-balancing requirement to the activity.

This lesson helps students see that leadership requires difficult decisions that must take into account the often conflicting needs of diverse groups of people.

Developed by James Holland and Carol Starr, Kennedy High School, MCPS.

HOW DO PEOPLE LEAD EFFECTIVELY?

Example 6: High School

Lesson: Leadership in Democratic Societies

Content Area: English, Government, History

Competencies: Critical thinking, communication, cooperative learning, moral reasoning, multicultural values

Readings: Homer, *Odyssey: Book Two*, adapted by Henry I. Christ, Globe Book Co., New York, pp. 9-23.

The *Odyssey* provides students an excellent opportunity to examine the type of leadership desired, and required, in two very different democratic societies -- ancient Greece and modern America. After reading *Book Two*, students explore the nature of democracy, how decisions are made, who participates, and how conflict is resolved. In small groups, they compare the form of democracy practiced in the United States with that practiced by the Greeks in the *Odyssey*.

Students then identify which leadership qualities they think are important in our democratic system, and compare them to the qualities valued by the ancient Greeks. Was Telemakos considered to be an effective leader? Would he be today? What about Odysseus? How would our political leaders -- Presidents Thomas Jefferson, George Bush, or Bill Clinton, House Speaker Newt Gingrich, Congresswoman Patricia Schroeder, or former Congressman Kweise Mfume -- be judged by the standards set by the ancient Greeks? Do the newly-emerging democracies in Eastern Europe call for the same kind of leadership required in the United States? Are there leadership characteristics or competencies that are universally applicable to today's world leaders, regardless of the type of government structure?

Each group summarizes its discussion before the entire class. The class has an opportunity to note the similarities and differences among the groups' reports. To bring the unit to closure, students write an essay in which they recommend what type of leadership is needed for the United States in the twenty-first century.

Adapted from Jerry Webster, Kennedy High School, MCPS.

IN WHAT WAYS CAN A GROUP BE MORE PRODUCTIVE THAN AN INDIVIDUAL? WHAT TYPES OF LEADERS DO GROUPS NEED? HOW CAN I BE AN EFFECTIVE GROUP LEADER?

Leadership is a process that involves leaders as well as followers, and effective leadership depends on the interaction between the two. When individuals work together well, the synergy can be very different from what the individual can produce alone. At the same time, as described in the first section of this chapter, when groups do not function well the consequences can be disastrous. Training in the types of positive and negative roles that build group or "team" synergy is fundamental to our notion of leadership learning. We strongly encourage teachers to spend a little extra time to review the different roles that people play in groups, before engaging the class in group activities. The time will be well spent.

After introducing a description of group roles, teachers can allow students to reflect on the role that they usually play and go through an exercise or two with an observer to confirm their reflections. It is worthwhile for students to try to play more than one type of role to build versatility and help the group to function better. Most of all, it is important for them to help each other to monitor how well they are all participating and to encourage that contribution. The activities described below all build upon and use groups/teams and focus on building stronger group dynamic skills.

Instructional outcomes

1. Students can identify the roles that they play in groups.
2. Students learn to adapt to new roles in the group, sometimes serving as leader, sometime as follower.
3. Students learn and apply strategies to strengthen group dynamics.
4. They learn to work collaboratively to achieve a common goal.

IN WHAT WAYS CAN A GROUP BE MORE PRODUCTIVE THAN AN INDIVIDUAL?

Example 1: Elementary School (grades 3-4)

Lesson: Discovering the Leader in You

Content Area: Language Arts, Social Studies

Competencies: Creative and critical thinking, communication, cooperative learning multicultural perspective

Readings: Harris, Deborah, *Sweet Clara and the Freedom Quilt*, Knoff Books for Young Readers, 1992. Ringgold, Faith, *Tar Beach*, Crown Books for Young Readers, 1991.

Using the two stories *"Sweet Clara and the Freedom Quilt"* and *"Tar Beach,"* students identify leadership qualities in the stories' characters and the leadership qualities that were needed by their own groups. Before students read these stories, they studied and discussed the history of slavery from the Middle Ages to modern times. They made timelines and maps to illustrate its development. They discussed the moral issues associated with it, and then talked about the effect of the fugitive slave laws and the risks that the abolitionists took to help slaves. Within that context, students explore, discuss, and list Clara's leadership qualities After reading and discussing the stories in small groups, they decide on a design for a freedom quilt that has a message, either hidden or obvious. They learn about how quilts are made, why people make them, and the social and group values involved in making them. They also discuss just how important the quilt was in making Clara's escape possible.

Each group makes a quilt. When all the groups finish their quilts, students view their quilts and the quilts made by other groups. As a whole class, students discuss the quilts' similarities and differences, strengths and weaknesses. Then each group discusses and completes a written evaluation of how well they worked together and how they resolved any conflicts that they had. Each individual completes an evaluation of the role and contribution he or she made to the group. They also identify ways in which they could improve their contribution to the group. **Please note that this lesson was actually completed using a team of teachers: the classroom teacher, the art teacher, and the guidance counselor.** The guidance counselor used the lesson as a way to get to know and strengthen her relationship with the students. Students who experienced problems were encouraged to share them with the guidance counselor who could follow up with that student throughout the school year. Students and teachers were very enthusiastic about using this process and about the quality of the quilts that it produced.

Developed by June Cayne and Karen Laureno, Kemp Mill Elementary School, MCPS

IN WHAT WAYS CAN A GROUP BE MORE PRODUCTIVE THAN AN INDIVIDUAL?

Example 2: Middle and High School

Lesson: Tech Challenges: Making Science and Technology Skills Work

Content Area: Science (Lab/Biology), Tech Education

Competencies: Visioning, critical thinking and cooperative learning

Resources: Tech Challenges in *Draft, Technology Education, Teaching Tomorrow, Today*, Exploring Technological Concepts, Pilot Instructional Guide, 1993-1994, Montgomery County Public Schools, Department of Career and Vocational Education, Industrial and Technology Education, Rockvile, MD 20850.
Hutchinson, John, and John R. Karsnitz, *Design and Problem Solving in Technology*, Delmar Publishers Inc., Albany, New York, 1994.

In "Tech Challenges," groups of three to five (but sometimes more) students are assigned a task that needs to be completed or a problem that must be solved. They may also be given limitations on materials and resources they may use. The duration and scope of each tech challenge can vary greatly. Some only last about twenty minutes, while others may be six-week projects. Usually the teacher presents the challenge to the class, gives a brief explanation of some background information related to the project, and then groups are assigned or chosen to try to solve the challenge. Students are encouraged to find more information by investigating specific ideas further. Groups are encouraged to attack their problem systematically and record their ideas and changes along the way.

In each challenge students are evaluated both for their product (how well their device solves the problem) and the process (how efficiently their team worked together). On the larger challenges, both individual and group grades are given. For most of these projects, the teacher does more coaching than direct instructing. The teachers confer with team leaders or whole teams and try to help them overcome any problems with their groups. After each challenge the group, and usually the entire class, discuss the problems they faced and come up with some possibilities for avoiding those problems next time. The emphasis is on growth and development of leadership, followership, and problem-solving abilities. It is important to note that students seem to benefit most when they complete a variety of challenges and have a chance to build upon what they have learned. It has been our experience that many students do not really start to develop creative problem solving strategies until their fourth or fifth tech challenge of the year.

A good example of a tech challenge relating engineering and anatomy is the Ergonomic Chair project. When studying the human body in biology, groups are asked to design and build an ergonomic chair made only of cardboard, tape, and glue. The teachers present information on the way engineering firms collect data on the human body, the history of ergonomic design, and some simple statistics. Then students collect data by measuring thirteen different lengths and heights of their classmates. The groups decide which of this data is important and work on a scale model of

their chair. They also keep a log of their ideas, daily progress in construction, design changes, and any testing of their chair. Then students are given about two weeks to complete their full-scale chair. The activity concludes when the teachers test out each chair for sturdiness and comfort.

Here are a few examples of one-period tech challenge ideas:

★ Groups of three are given mini-marshmallows and spaghetti and asked to create the tallest free-standing tower.

★ Groups of three are given ten straws and ten pins and asked to create the tallest free standing tower or a bridge to support the most weight.

★ Groups of two are given a one two-liter bottle, baking soda, and vinegar, and asked to build a boat that will travel fastest down a long trough.

Developed by Don DeMember and John Adams, Kennedy High School, MCPS.

IN WHAT WAYS CAN A GROUP BE MORE PRODUCTIVE THAN AN INDIVIDUAL?

Example 3: Middle and High School

Lesson: Global Collaboration on the Internet: Creating a New Democracy

Content Area: English, Government, History, Computer Technology

Competencies: Visioning, critical thinking, communication, moral reasoning, multicultural understanding

Resources: Students used the resources in the Media Center to collect information on the participating countries. They also read *The United States Constitution*.

This project tested and developed students' ability to work in a group to prepare for and participate in international on-line discussions with students from five different countries. The purpose of these discussions was to advise a fictional formerly-communist Eastern European country about how to set up a democracy and assure a civil society. Students were expected to research and share advice about leadership, political structures, the press, markets, national traditions, and human rights. This preparation led to a one-day, sixty-minute conference on each of the topics with students from the countries of Canada, Sweden, Slovenia, and Bulgaria.

Three products were expected: a position paper that presented explanations and answers to key questions about the topic assigned before the conferences; the groups' ability to participate in and respond to the questions directed to them during the conference; and a post conference e-mail response discussing to what extent the groups' original position had changed after exchanging ideas with the other countries involved. Finally, students were asked to discuss what they learned from the experience, including what they had learned about their own countries, what they had learned about other countries, and what they had learned about working with others.

We found that working within a group to prepare for and participate in this authentic experience was a real testing ground for and learning experience about group skills. The groups divided up the research tasks, but then had to share the information found so that they could answer the on-line questions cohesively. This step proved to be challenging. It was easy to divide up the tasks; but when it came time to synthesize, the quality and clarity of the responses varied, and groups had to work out a way to "put them together."

Group skills were challenged in a different way when it came time to participate in the actual on-line conferences. The groups had to determine who would be at the keyboard, and what system they could use to assure that the response made was really a group response rather than that of the person keying in the information. Group members also had to decide who would be responsible for reading the information coming across on-line, and how, as a group, they would co-construct the meaning of the messages and their response to them. Finally, the groups had to decide whether to change their original advice based upon the communications from other countries.

The exercise proved to be worthwhile in the many dimensions involved. Students learned more about their own countries. They learned about the perspectives of other countries. And, most of all, they learned a tremendous amount about the challenges of working in groups. One of the least effective groups was composed of high-achieving students who insisted on working independently. When conference time came, the girls in the group continually differed with the one boy who wrote answers with which the girls really did not agree. Nevertheless, the girls did not challenge him. When it came time to devise the final e-mail response, the girls continued to differ until the two teachers intervened and forced the group to sit down and reevaluate the whole process, including their final response. It was difficult for these high-achieving students to accept how poor their group skills really were and how ineffective their advice was as a result of the passive roles played by the group members. The groups who worked effectively had very positive experiences. They were able to respond directly to the questions and to add many ideas and dimensions to the discussions themselves and provide answers that directly addressed the questions with greater depth and interest.

This project highlights the power and limitations of technology. Students were excited about being able to communicate simultaneously, yet frustrated about how to do so, given that they had to limit the length of their communications. Many of the students exchanged e-mail addresses and looked forward to continuing an exchange of ideas across the world. Overall, this was a worthwhile experience and we would encourage others to become involved if they have the opportunity.

Developed as a joint project of the University of Maryland's ICONS Project and Kennedy High School.

IN WHAT WAYS CAN A GROUP BE MORE PRODUCTIVE THAN AN INDIVIDUAL?

Example 4: High School

Lesson: Utopia: Perfect Societies in an Imperfect World?

Content Area: Interdisciplinary Project for English and Government

Competencies: Visioning, critical thinking, communication, cooperative learning, moral reasoning

Readings: The following selections are in *Utopian Literature*, edited by J.W. Johnson, The Modern Library, Random House, New York, 1968: Sir Thomas More, *Utopia*, all selections; Plato, *Republic*, selections on wisdom, courage, and temperance, pp. 51-57, on justice in the ideal state, pp. 57-65; Thomas Capanella, *The City of the Sun*, selection on domestic affairs, pp. 170-175, on military affairs, pp. 175-178; Jonathan Swift, *Gulliver's Travels*, selections on inhabitants, learnin laws, and customs, pp. 194-198, and on educating children, pp. 198-201. Bellamy, Edward, *Looking Backward*, Hendricks House, 1979, pp. 236-241. Huxley, Aldous, *Brave New World*.

This is the same class that started out the semester by reading and completing exercises using *The Butterfly Revolution* and *Lord of the Flies*. These students have already experienced first-hand the dangerous consequences of leadership operating on the lowest moral and ethical level--that of greed. As the teachers introduce this unit, they explain to students that they will have the opportunity to set a new course and apply everything that they have learned about leadership thus far to create the perfect society. Before beginning the project, students read, discuss, and are tested on excerpts from Plato's *Republic*, selections from Thomas Capanella's *The City of the Sun*, selections from Sir Thomas More's *Utopia*, selections from Jonathan Swift's *Gulliver's Travels*, all of Aldous Huxley's *Brave New World*, and one selection from Edward Bellamy's *Looking Backward*. Students are also encouraged to play the electronic simulation game "Sim City," because it forces urban planning decisions that set priorities. They also need to review political structures used by countries around the world as well as those they have just studied about in their own country.

Students are then divided into groups of four or five. Each group prepares a mission statement for the society which they create. Each society must describe its geographic features and design its social structure (community life), its political structure, technology, and economic base. Each society makes a comprehensive visual display and oral presentation. Students keep daily logs of everything that they complete while doing the activities, a record of all work completed from the background readings, and typewritten descriptions of their Utopia. They also complete evaluation forms that describe how well the entire group worked together and evaluations of each of the other Utopias presented. Their final challenge is to answer the following question and describe what they have learned from the exercise: How feasible would it be to create the society they have designed and what changes would have to be introduced to make it work today?

Developed by Janet Rodkey and Greg Bowman, Kennedy High School, MCPS.

WHAT ARE THE CONNECTIONS AMONG CONFLICT RESOLUTION, LEADERSHIP, AND CURRICULUM?

Linda Barnes-Robinson and Sue Jeweler

Conflict is a natural human state often accompanying changes in our institutions or personal growth, and is better approached with skills than avoidance. Although effective leaders know how to resolve conflicts, this is a skill that seldom comes naturally. More often than not, people try to avoid conflict entirely. This often results in a buildup of resentment and anger. Educating students how to approach and work thoughtfully through conflict takes training and continual practice. It is important to teach the tools using existing curricula in elementary, middle, and high school. Students are able to have continual practice in applying these skills as they mature and develop.

Conflict resolution training helps us to deepen our understanding of ourselves and others, promotes positive self-esteem, and provides skills necessary for productive living. By providing the opportunities for young people to acquire and practice the skills needed to resolve conflict, we are teaching life skills of effective leadership: communication, understanding multiple perspectives, and respect for diversity.

What follows are descriptions of sample lessons that infuse conflict resolution tools into the curriculum: Four tools are discussed: (1) ATFRC (Action, Thought, Feelings, Reactions, and Consequence); (2) ACTIVE LISTENING; (3) TRIGGERS; and (4) BRAINSTORMING. In each example, the tool is defined; instructional outcomes are listed; and a sample lesson is described.

The lesson plans were developed as the final product of a Montgomery County Public School Conflict Resolution Workshop. (See Suggested Resources.)

WHAT ARE THE CONNECTIONS AMONG CONFLICT RESOLUTION, LEADERSHIP, AND CURRICULUM?

TOOL #1: ATFRC (Action, Thoughts, Feelings, Reaction, Consequences)

Content Areas: Language Arts and Social Studies

Competencies: Critical and creative thinking, communication, conflict resolution, cooperative learning, multicultural understanding

Resources: In addition to the MCPS materials cited in the Suggested Readings, the ATFRC activities are presented in *P.O.W.E.R. to Communicate, Practicing Oral and Written Expression Regularly to Communicate, A Multi-disciplinary Course of Study for Teaching Effective Communication and Conflict Resolution Skills*, 1994, developed by Steven Nordfjord and Robin Amann.

Students learn that ATFRC is a model used to help think through an incident or event. As an ACTION takes place, individuals have THOUGHTS about what happened and experience FEELINGS which correspond to those thoughts. This becomes the basis, along with our motivations at the time, for a REACTION to the perceived situation which then precipitates CONSEQUENCES. Students learn that this model can be used as a thinking tool to increase understanding both intrapersonally and interpersonally to help us resolve conflicts which inevitably occur in our lives as social beings.

The ATFRC tool enables students to analyze actions of characters, formulate alternative consequences, and demonstrate that they can understand the benefits, limitations, and consequences of conflicts.

ATFRC Example 1: Elementary School Reading/Language Arts

Lesson: Friends!

After reading *Frog and Toad are Friends* by Arnold Lobel, the class creates an ATFRC graphic organizer that charts an alternative solution to a problem. The ACTION is: Toad is awakened. The THOUGHT is: "Go away." The FEELINGS are: Toad is annoyed. The REACTION is: Toad pulls covers over his head . The CONSEQUENCE is : Toad sleeps through Spring. An alternative is charted. The ACTION always remains the same: Toad is awakened. However the THOUGHT changes: "Oh! Here is my friend Frog!" The FEELINGS become: Toad is excited. The REACTION is : Toad jumps out of bed. Therefore, the CONSEQUENCE is : Toad enjoys spring. After using this model (which most students catch on to enthusiastically) the class can apply it to other situations throughout the year.

ATFRC Example 2: Middle School

Lesson: What Apartheid Did To South Africa

Students study information about apartheid and how the South African government enforced it. They explain the benefits and limitations of apartheid for whites, coloureds, and blacks. Students are placed into groups: whites resistant to change, whites who are open to change, blacks resistant to change, and blacks who are open to change. Each group works with the ACTION, designing a Constitutional Convention. Each group then needs to plot the THOUGHTS, FEELINGS, REACTIONS, AND CONSEQUENCES for their group. Responses are shared with the class. Then the groups complete another ATFRC sheet, but change the THOUGHT to a more positive one. Students discuss what might be necessary for someone to change his or her thought. Possibilities are learning about other people, working with or becoming friends with someone from another group.

ATFRC Example 3: High School

Lesson: The Power of Positive Thinking: *The Odyssey*

Homer's world generally reflects the Greek belief that those who follow the code of proper and moral behavior are ultimately rewarded, while those who break this code are punished. Students discuss this statement with supporting examples from the epic. In pairs, students use the ATFRC model to examine the suitors' thoughts and feelings about Telemakos' voyage to find news of Odysseus. Students discuss in what ways their reactions and the ultimate consequences might have been altered had the suitors been able to think more positively about Telemakos' actions. Students discuss other actions toward which characters respond negatively and examine how outcomes often directly result from negative initial thoughts and feelings. Discussion includes ways these consequences might be altered when a positive spin is placed on these initial thoughts.

WHAT ARE THE CONNECTIONS AMONG CONFLICT RESOLUTION, LEADERSHIP AND CURRICULUM?

TOOL #3: TRIGGERS

Content Areas: Language Arts, Social Studies, Communication

Competencies: Critical thinking, communication, conflict resolution, cooperative learning, multicultural understanding

The TRIGGERS tool is based on a strategy developed by Judith Zimmer, Deputy Director of National Citizen Education in the Law. Students examine the verbal (i.e. "Get lost!" "Try harder!") and nonverbal triggers (i.e. rolling eyes; turning your back) which stimulate confrontation with another person. By understanding how to assess situations which cause conflict in their lives, students are better able to understand their relationship to the conflict. Students learn the concept by identifying their own personal triggers, becoming aware of other people's triggers, identifying the warning signs in themselves and others (i.e. getting red in the face; clenching fists), and identifying personal coping mechanisms (i.e. counting to ten and walking away). Through discussion, recording, and processing small group and whole group responses, students understand the relationship between triggers and conflict resolution. They learn that different coping mechanisms can lead to different outcomes, and that they have the ability to change difficult situations and resolve conflicts.

Once background information and application lessons on TRIGGERS are taught, students are given opportunities to make curricular connections.

TRIGGERS Example 1: Elementary and Middle School

Lesson: Recognizing Triggers Before They Go Off

Reading: Babbitt, Natalie, *Tuck Everlasting*, Farrar: New York, 1975.

Students read the core book *Tuck Everlasting*. This story revolves around the Tuck family, who do not age because of a spring they have found and protected. The Tucks have many decisions to make about how to deal with this invaluable possession. The book provides a focus for dealing with many issues. Students read Chapter 19 in preparation for their discussion about triggers. They analyze the verbal triggers that made Mae Tuck act the way she does. Then they talk about the nonverbal triggers that come from the man in the yellow suit. They use a graphic organizer to record these observations.

Students identify possible coping mechanisms that Mae could have used to evoke different reactions. Students then write and/or role play the conflict, infusing coping mechanisms that would lead to new reactions. They also talk about the importance of using reflection time so that the individual can gain control and act in a more appropriate manner. Using literature response logs, they respond to the following prompt: How much do you personally agree or disagree with the way these particular characters thought and acted? Why do you feel that way? Describe how your own personal experiences have influenced your observations.

TRIGGERS Example 2: Middle and High School

Lesson: Dealing with TRIGGERS in the Middle East

The objectives of this lesson are to enable students to identify issues and behaviors that have triggered conflicts in the Middle East, and to recognize effective coping mechanisms that the Palestinian and Jewish people have applied to address these issues.

Using classroom materials that present the history of the Israeli/Palestinian conflict, students work in groups to list all the triggers that initiated the creation of the state of Israel and the desire for a Palestinian state. Students then identify which of these triggers are also coping mechanisms that Palestinians and Israelis have used. They list other coping mechanisms that could apply. Students then discuss how coping mechanisms have become triggers. This becomes a vicious cycle which is difficult for disputants to break. Students then write a position paper for a Palestinian or Israeli citizen group to use for the peace talks. (If time permits, student can role play the peace talks using these papers).

WHAT ARE THE CONNECTIONS AMONG CONFLICT RESOLUTION, LEADERSHIP, AND CURRICULUM?

TOOL #4: BRAINSTORMING

Content Area: Social Studies

Competencies: Critical thinking, communication, conflict resolution, cooperative learning, multicultural understanding

Students learn that BRAINSTORMING is a technique to generate new ideas about a thought or problem. They are able to see how one single event creates multiple effects through time. The number of ideas increase with "wait time" and practice. All ideas are accepted and not judged.

BRAINSTORMING Example 1: Elementary School

Lesson: What If the Other Side Had Won?

After studying the French and Indian War, students are asked to think of all possible responses to the question: What if the French had won the war? They do this brainstorming in cooperative learning groups with a recorder. Responses may include the impact on language, customs, location names, government, fashion, and foods. Through whole-class sharing, the teacher records responses on the board without judgment. Items are then discussed and evaluated and students discover how changing one event can affect all aspects of a society.

BRAINSTORMING Example 2: Middle School

Lesson: What Ever Happened to the Maya?

Students are challenged to brainstorm explanations for the decline of the Maya civilization. They do this in cooperative groups upon completion of a study of the characteristics of Maya culture. The responses may include slash-and-burn farming techniques which created deplorable soil conditions that could no longer sustain the complex civilization that had developed; diseases contracted from people outside the social group that forced survivors to abandon urban centers; or social and civil wars against the ruling elite and their power structure.

HOW CAN WE BE CITIZEN LEADERS IN OUR OWN COMMUNITIES?

The most exciting aspect of any leadership program is the direct effect it has on the community. Students learn and respond most enthusiastically when they see that there are so many ways that what they do really can make a difference. They also find out that hands-on experiences can be more challenging and not as straightforward as what they learned with their peers in the isolated school environment. At the same time, however, those experiences are all the more rewarding because they create real and lasting changes. Once students see the direct impact of what they do, they are more willing to apply what they have learned repeatedly throughout their lifetimes. The examples described below are only a sample of the vast opportunities for students to learn leadership through community service.

INSTRUCTIONAL OUTCOME

Students are able to synthesize and directly apply all the leadership competencies they have developed -- visioning, critical and creative thinking, communication, collaboration, conflict resolution, moral reasoning and multicultural understanding *to create positive change in their communities and in their lives*.

HOW CAN WE BE CITIZEN LEADERS IN OUR OWN COMMUNITIES?

Example 1: Elementary School (grade k- 2)

Lesson: Litchko City: A Setting for Learning Social Responsibility

Content Area: Social Studies

Competencies: Visioning, critical thinking, communication, cooperative learning, community service, moral reasoning

Reading: *Curious George Gets a Job*

Students organize the classroom as a living community and in the process interpret and apply the roles of community members within the context of daily classroom interactions. The teacher introduces the concept of city to the students, using the history of their own city, its population, its officers and planners as examples. If possible, city officials come in and talk with the students about the jobs that they do and the contributions that they make to the community.

Students then elect their own mayor and designate the next highest vote getters as the city planners. Using the story *Curious George Gets a Job*, students list all the jobs needed to run a city. Then they brainstorm all the jobs they need in the classroom and school and make a chart showing how closely they correspond to the jobs in a city. Here again, guest speakers are very useful. Calling in the school nurse can help students as students set up the health department, a police officer and crossing guard as they talk about traffic control and following rules, building service workers as they discuss the need to maintain clean, safe classrooms, and the physical education teacher as they discuss the need for recreation. After they have determined the structure and all the jobs they need for running the classroom all year, each student takes a job.

The teacher then asks students to make up rules for running the classroom. Consequences are clearly established for violating these rules. Students continue to fulfill these roles throughout the year. They evaluate how important their roles are and the leadership challenges faced in fulfilling them. If possible, students rotate the roles every month so that they can compare and contrast the different skills needed to fill all of the different roles. They also change and adapt jobs during the year. Toward the end of the year they have a party to celebrate their city. Students plan the party, make the decisions about the food, games, and decorations needed for it. They invite parents to the party and inform them about contributions they can make to it. At the very end of the year, the class puts together "Instruction Books" to give to the next year's class with an explanation about what they need to know in order to run a city.

Developed by Jane Litchko, Principal, MCPS.

HOW CAN WE BE CITIZEN LEADERS IN OUR OWN COMMUNITIES?

Example 2: Elementary School (grades 1-6)

Lesson: The Hope Project

Content Area: Science and Social Studies

Competencies: Critical and creative thinking, communication, cooperative learning, community service

This project helps to train social and/or environmental student activists. The students in individual classrooms are inspired to plan and implement a social action project of their own design over a period of two months. Two college student mentors meet with the class for forty-five minutes twice per week, leading the children in their project. High school students can also serve as mentors. Students learn about the resources available to them in their community and are encouraged to make the best use of these resources in accomplishing their social action objective.

As the project progresses, each student has an opportunity to serve in a leadership role. Projects can be anything from painting over graffiti on a playground wall to writing skits to inspire change in their school district. The significance of the projects lies in the leadership and hope that are generated through the childrens' ideas and actions.

Critical and creative thinking and problem solving are evident everyday as the student projects run into obstacles. Even as they plan their itineraries for the following class time or as they create goal statements, the critical and creative minds of these children are challenged. Typically, communication and cooperation begin in the project planning stage and continue through the stages of implementation. Every time the students encounter a hurdle, they must communicate and cooperate with each other to regain a sense of teamwork. Another component of the project is a group discussion of what other students their age are doing to create positive change and to get their voices heard.

This activity is not only empowering; it is essential in convincing the students that they can make a difference. The Hope Project benefits society as a whole by helping to build a sense of community among children, college students and other project partners as they all attempt to work together toward a common goal.

Developed by Brooke Lea Foster, a recent graduate of the University of Maryland.

HOW CAN WE BE CITIZEN LEADERS IN OUR OWN COMMUNITIES?

Example 3: Elementary and Middle School (grades 5-8)

Lesson: Saving Our Streams: From Environmental Investigator to Citizen Leader

Content Area: Science, Social Studies, Language Arts, Media

Competencies: Critical and creative thinking, communication, cooperative learning, community service

Studying the recent history of the Chesapeake Bay Watershed Area, a fifth-grade class learned that the Bay's natural "health" had deteriorated dramatically. Students were challenged to find out whether pollutants from streams in their own community were contributiong to the problem. Led by their social studies and science teachers, they participated in the National Geographic's telecommunication unit in which a worldwide team of 400 classes investigated the effects of acid rain on the environment. They learned the indicators of healthy and unhealthy stream water, including its animal and insect content, oxygen, phosphate and pH levels. The students then visited a neighboring stream, took water samples, and analyzed their quality. Alarmed at what they found, they launched a public education campaign.

To determine what efforts are being made to protect the environment, students conducted videotaped interviews with a local county council member, a state legislator, a United States senator, an Environmental Protection Agency official, a director of a citizens' environmental network, and an industry representative. The teacher found that this activity directly supported her unit on American government.

The fifth-graders were divided into six interview teams, each responsible for researching the environmental positions of their interview subject, developing a set of questions, and conducting the interview. The students also had an opportunity to learn from a school parent, a journalist, how to conduct a successful interview. After each interview, the class watched the videotape and selected the segment that would fit best into their twenty-minute documentary. The students designed the graphics, selected the data to be highlighted, and produced the entire tape. To culminate the twelve-week project, the students held a news conference for the local press to share their findings and showcase the video.

Students were enthusiastic about the project and clearly proud of their product. "Studying Little Falls Creek has taught me a lot about the Chesapeake Bay watershed and how everything concerning the environment is linked together," said one student. "One piece of trash in your local stream might kill a fish in the Bay."

The fifth-graders also learned how they could take a leadership role to solve local problems. When the young scientists discovered high levels of chlorine in one of their stream visits, they knew exactly what to do. They contacted the county agency responsible for water resources, and, at the same time, alerted the newspaper. Within a couple of days, they had identified the source of the

problem, chlorine runoff from neighborhood swimming pools. The problem was immediately addressed.

From a teacher's perspective, the stream study is a model of real world applications of critical-thinking and problem-solving skills: "Actual study in the field is a must if students are to truly understand the issues and develop a responsible attitude towards finding solutions. Disseminating the results of their work to the local community is important if students are to see the significance of both the problem and their part in the solution."

Developed by Julie Marsteller and Kathryn Show, Chevy Chase Elementary School, MCPS

HOW CAN WE BE CITIZEN LEADERS IN OUR OWN COMMUNITIES?

Example 4: Middle and High School

Lesson: A Call to Action! Looking at Your Own Community

Content Area: English, Social Studies/Government, Math, Science

Competencies: Critical thinking, communication, cooperative learning, community service

Resource: *Looking at Your Own Community* in I-Witness Interdisciplinary Investigations Series, D.C. Heath, 1995.

This activity followed a series of integrated, carefully designed activities that built student understanding about the history, urban design/settlement patterns, ecological system, and demographic profile of their own communities. They make use of analytical and critical-thinking skills to study the community history and demographic data, communication skills to conduct interviews about community history and current problems, and a range of artistic skills including verbal, visual, and musical expression to represent feelings about life in the community.

Students learn that they can take a leadership role that will make a difference. The activities in this section provide students with a means to take actions that contribute to and improve the community. The first step that they took was to select an issue that they really cared about from the community issues list. The community issues list may vary for other communities. The list generated by students at Eastern Middle School (these activities are just as appropriate for high school students) included the following:

★ improving transportation and traffic patterns;

★ encouraging responsible energy use and consumption patterns;

★ balancing housing costs and availability;

★ assuring water quality and conservation;

★ providing economic stability, opportunity, and justice;

★ managing waste;

★ planning land-use that balances environmental and economic needs;

★ providing quality education;

★ preventing crime;

★ offering community services (libraries, recreation, help for the disadvantaged);

★ promoting a multicultural society;

★ providing for recreation experiences.

These activities were planned jointly in classes blocked for a social studies/ English team, but they could be done within a self-contained classroom. Students were placed into heterogeneous groups of four. They were asked to select the three issues that they most preferred to work on and assigned as closely as possible to one of the issues. It is important to cover most of the issues, which requires teachers to persuade students to select a topic that might not be as popular as crime, for example.

Groups were instructed to map out the tasks that lay ahead in addressing their issues. Their plan had to include oral and written ways to address their selected issue, supported by graphics, including maps, charts, and graphs. The plan had to reflect economic feasibility, population dynamics, natural resources, and overall quality of life. Groups had to present these plans to a general audience who would be allowed to ask questions and challenge the ideas presented. The groups were given specific procedures for completing the tasks, including an outline that defined the problem and set out a timeline and completion deadlines for work involved, a daily log of group members' work, and a requirement to utilize resources, ranging from the media center to those available in the community. Teachers observed groups dynamics and read group logs. They tried to make interventions in indirect ways such as informal checks and feedback on lags in time line progress. From time to time it was necessary to make more direct interventions about obvious problems to help groups that were stuck. Teachers also worked closely with the media center to prepare for the onslaught of student searches.

At the end of two weeks, the groups began their oral presentations. Along with the presentations, groups had to submit a written report. Teachers encouraged students to look professional and to use multimedia techniques to persuade the audience. The presentations were videotaped. Each individual in the audience was given a note-taking sheet for each day's reports that was graded. The question and answer period after the initial presentations was managed so that each group had equal time for asking questions and different group members could take turns asking the questions.

At the end of the presentations, the students rated the overall quality of the presentations and the importance of the issue and call for action. The best proposals were sent to the appropriate community agencies, and in some cases, students were asked to visit the agencies to elaborate on their proposals. In all cases, students received a response from the agency acknowledging its receipt and consideration.

This was a culminating activity at the end of the school year and it kept students enthusiastically engaged until the last day of school. They showed a lot of enthusiasm about their projects and those of others.

Developed by Dr. Dawn Thomas, Coordinator of Elementary Social Studies, Department of Academic Programs Division of Curriculum Coordination and Implementation, MCPS.

HOW CAN WE BE CITIZEN LEADERS IN OUR OWN COMMUNITIES?

Example 5: High School

Lesson: Making Community Service Count: Designing Projects To Make Changes That Last

Content Area: All

Competencies: All

Resources: The Community

Students who participate in Kennedy High School's Leadership Training Institute must show that they have made a meaningful change in the community before they graduate. They are given two class periods the first semester of their senior year to implement a community service project that improves their own community. The 1995-96 school year was the first year that these projects were implemented. Students pursued a range of interests in selecting project topics. Included were the following projects:

★ To train, build, and administer a regular mentoring program that reached all the feeder elementary schools. Some 200 Kennedy students visited the neighboring elementary schools on a regular basis where they helped individual students to strengthen basic math, reading, and writing skills and, in so doing, increased the sense of community.

★ To provide leadership training to students at a neighboring high school so that they could train at-risk students in their own school. A group of students designed and taught the leadership skills they had learned at Kennedy to a group of peers who would be working as peer counselors to others.

★ To organize and start an ice hockey team within the Kennedy community. Two female students did all the work to recruit ice hockey team members and the coach, raise funds for rink time, administrative costs, equipment, and uniforms, find and reserve ice-rink time, reserve insurance and complete the registration materials. The team was able to begin playing and have a winning season by December. The girls started in September.

★ To solicit contributions of computer equipment from the business community to the school. Two Kennedy seniors succeeded in bringing 120 computers (IBMs with Windows) to the school. The boys installed the computers and trained teachers and students on how to use the machines.

★ To organize a county-wide Battle of the Bands dance and clear a profit which could be donated to cancer research at the National Institutes of Health. A group of seniors publicized the event throughout the county, raised funds to pay for the rental of the auditorium, hired the special security service, arranged the audio equipment hook-ups for the participating bands, and planned the refreshments, donated by community members and businesses. The seniors raised over $1400 in profit for the cancer research program.

★ To organize, edit, and publish a bimonthly magazine, *LTI Leader*, for the Kennedy community. Recognizing the need for a school publication, three students created the magazine for their senior project. The newly formed staff of students agreed that the magazine should include stories that reflect issues of importance to the broader Kennedy community--issues of international, national, and local concern. *LTI Leader* has provided a sorely-needed vehicle for the students to voice their views.

★ To prepare a tape for teaching Shakespeare. The student edited different film versions of Shakespeare's plays and put them into a format that teachers could easily use. Another student made a comprehensive tape on the history of jazz that could be used by music and history teachers.

Other projects involved creating a tape and portrait gallery of outstanding leaders of the twentieth century, a video to educate and encourage students to vote, and a campaign to clean up roads and streams in the local area.

Students claimed that they learned a tremendous amount by doing these projects. They learned how frustrating, yet rewarding it can be to work within a group. They learned that it takes determination and follow-through to complete a task, but that the satisfaction returned is immeasurable.

Developed by Students, Leadership Training Institute, Kennedy High School, MCPS.

SUGGESTIONS FOR STARTING THE PROCESS IN YOUR SCHOOL SYSTEM

We have found that the demand for leadership skills is much stronger than we ever expected. Teaching leadership must be seen as a process. Teachers must be willing to take the leadership concepts and work them into their own curriculums, refining what works best for them.

If leadership is to be taught, it must be done within a collaborative environment that models what we teach. Our Civicquest Institute was only three days long, yet it included a training component as well as time to make real connections with existing curriculum requirements. A team of professionals taught other teachers about theories and types of leadership, multiculturalism, consensus building, and group dynamics. Teachers thought carefully about their own curriculum and the students they teach. They used their best judgment to design lessons that would integrate with their own students' interests and needs as well as with the curriculum requirements. When we met again in December the consensus was that the lessons worked well and efforts to build a comprehensive curriculum must continue. The activities cited here are just a beginning.

AFTERWORD

AFTERWORD

A teacher with initiative, imagination, a genuine interest in leadership and curriculum change, and a determination to empower students, is the basic requirement to start a leadership program.

Most leadership programs have developed models which are unsuitable for this purpose, if only because none were designed for grades K-12. Except for the LTI model--this book's centerpiece--there aren't any other models designed and tested for the country's elementary and secondary schools. There's no better starting point.

★

Leadership is a catalyst for change.

★

By following the leads in the book--not all of them are in ABC order, but available at will--you will be ready and able to introduce/infuse leadership into your school's curriculum. A pioneer in this land of leadership, you will have to steer a course through an educational wilderness, between what are known as "the basics" and all of the "extras"--those stray odds and ends imposed on the schools (K-12). Using leadership as a weapon, so-to-speak, like backing your way through a forest, somewhere, somehow, whether by infusion or transfusion, you will reach the curriculum. Your greatest asset is "selling" leadership as a way to teach citizenship, reenforcing the school's mission to prepare tomorrow's citizens, *democracy's salvation*.

For example, leadership, properly infused, can upscale civics-loaded courses like government, history and social studies, so many of which seem dead or dying for lack of interest. When combined with "service learning" or a cooperative learning venture in the community, courses like these--better connected to the lives of the students--make a positive impact on classroom performance. What student isn't inspired by past leaders, or doesn't want to be tomorrow's leader?

The fundamental point is: leadership is a catalyst for change. It's the means by which change can be introduced into a variety of courses, for many ends. It might even help to reform education itself. For leadership has ample academic power to orchestrate the teaching of citizenship at all levels of education. Not only is it a naturally interdisciplinary subject (vital to the liberal arts), but it also has deep roots in teacher education. Conceivably, a leadership curriculum could help higher rejoin "lower (K-12)" education. Since the sixties, although historically inextricably intertwined, these two major parts of education have

acted independently, as if disconnected, making them as effective as half a pair of scissors. Consequently, this division of labor has contributed to many of education's weaknesses, and at the country's expense.

The "crisis of mediocrity" to which James MacGregor Burns referred in the Foreword is a double-edged sword, reason enough for the schools and colleges to join forces. It's time to begin to lower the level of "mediocrity" while raising the level of action by improving the country's leadership potential. The basic mission of education has been lost by the traditional over-emphasis on research and specialists as well as by the hustle of school reform where too much emphasis is being placed on technical changes, and too little on the mission of education, which is to teach citizenship and to defend a democracy at risk.

Leadership is a handy weapon for teachers of most any subject, one they wield like a sword in front of their students. A good teacher is a good leader. Although leadership has a research base, there's still a lot to learn--it has no common definition; it has not solved the issue of "followership;" by emphasizing management, it has been more the tool of the military and business enterprises than of education. Most recent literature on leadership was written by the latter, but a few scholars explore leadership and education, among them the authors of this book. Recently, two scholars made a distinction between <u>what</u> and <u>who</u> a leader is; and how, by studying leadership as a process, you can tell. It also helps to describe what I think of as the teacher's "handy weapon":

> *A leader is not necessarily a person who holds some formal position or is perceived as a leader by others. Instead, a leader is one who is able to affect change which helps others, the community and society. Any individual is a potential leader. The process of leadership involves collaborative relationships that lead to collective action, affecting change.**

So, <u>do</u> use leadership as a "handy weapon", in whatever way suits you, as you try to improve the curriculum, hopefully, in cooperation with higher education.

The Kennedy High School experiment was a local project, without federal or outside funds, the result of "collaborative relationships that [led] to collective action." According to its founders, the 1992 legislation that created the Eisenhower Leadership Program spurred them on. The next year, students from the Class of '96 were recruited by mail. The next year, The University of Maryland's proposal for federal funds was approved. It included funds for Kennedy High School to give the school more than the moral support it had been receiving. That's how this nearby project came to our attention.

Leadership will be defined by the company it keeps. From the beginning, it has been clear that priority belongs to elementary and secondary schools--where leadership fits best, and from which democracy gets its strength.

Donald N. Bigelow
Director
Eisenhower Leadership Development Program
U. S. Department of Education

*A.W. Astin and H. S. Astin (1996). *A Social Change Model of Leadership Development, Guidebook: Version III*. Higher Education Research Institute, University of California, Los Angeles, p. 16.

SUGGESTED READINGS AND RESOURCES

SUGGESTED READINGS AND RESOURCES

These readings and resources focus on teaching strategies and curriculum ideas for leadership and citizenship education. They are supplemental to the reference materials cited in previous chapters.

Astin, A. W. and Astin, H. S. (1996). *A Social Change Model of Leadership Development Guidebook: Version III*. Higher Education Research Institute, University of California, LA.

Barnes-Robinson L. and Johnson, J. (1992). *Mediation Manual*, Middle & High School Edition. Mediation Works, P.O. Box 1562, Laurel, MD, 20724.

Boyer, E.L. (1995). *The Basic School: A Community of Learning*. The Carnegie Foundation for the Advancement of Teaching.

Burns, J.M. (1978). *Leadership*. New York: Harper & Row.

Center for Living Democracy. *Doing Democracy* (newsletter), RR #1 Black Fox Road, Brattleboro, VT, 05301 (802) 254-1234. The Center has information on education and citizen initiatives throughout the United States.

Center for Teaching Peace. *Peace Times* (newsletter), 4501 Van Ness St., NW, Washington, D.C., 20016. The Center provides information on teaching peace and conflict resolution.

A Chorus of Cultures: Developing Literacy Through Multicultural Poetry (complete with tape), Carmel, CA: Hampton Brown Books, 1993.

Conflict Resolution Tools: Teaching Through The Curriculum, Elementary Version (1995); *Conflict Resolution Tools: Teaching The Curriculum: Middle School Version* (1995); *Teaching the Curriculum from a Conflict Resolution Perspective: High School* (1995). Department of Academic Programs, Division of Enriched and Innovative Instruction, Montgomery County Public Schools, 850 Hungerford Drive, Rockville, Maryland 20850.

Covey, S. R. (1989). *The 7 Habits of Highly Effective People*. New York: Simon and Schuster.

Crow, G. M. And R. O. Slater. (1996). *Educating Democracy: The Role of Systemic Leadership*. National Policy Board for Education Administration.

DeBono, E. (1986). *Cort Thinking*. Pergamon Press, Second Edition.

_____ (1985). *Six Thinking Hats*. MICA Management Resources, Inc

Democracy at Risk: How Schools Can Lead. (1996). Eisenhower Leadership Group. Available from the Center for Political Leadership and Participation, The University of Maryland, College Park, MD, 20742-7715.

Einstein, V. (1985). *Conflict Resolution*. St. Paul, MN: West Publishing Co.

Facing History and Ourselves Resource Book. Facing History and Ourselves National Foundation, Brookline, MA, 1994.

Fighting Fair: Dr. Martin Luther King, Jr. (1986). Grace Contrino Abrams Peace Foundation.

Fisher, R. and W. Ury. (1981). *Getting to Yes*. Boston: Houghton Mifflin.

Fisher, R. and S. Brown. (1988). *Getting Together*. Penguin Books.

Fourth R. A newsletter of the National Association for Mediation in Education (NAME) promoting the teaching of conflict resolution skills in schools. 205 Hampshire House, University of Massachusetts, Box 33635, Amherst, MA 01003-3635.

Gardner, H. (1983). *Frames of Mind*. New York: Basic Books.

Gardner, H. (1991). *The Unschooled Mind: How Children Think and How Schools Should Teach*. New York: Basic Books.

Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice*. New York: Basic Books.

Gardner, J. W. (1990). *On Leadership*. New York: The Free Press.

Greenleaf, R.K. (1977). *Servant Leadership*. New York: Paulist Press.

Isaac, Katherine. (1992). *Civics for Democracy: A Journey for Teachers and Students. A Project of the Center for Study of Responsive Law and Essential Information*. Washington, D.C.: Essential Books.

Jacobs, H. H. (1989). *Interdisciplinary Curriculum Design and Implementation*. ASCD.

Johnson, D. and R. T. Johnson. (1988). *Creative Conflict*. Edina, MN: Interaction Book Company.

Johnson, D. and R. T. Johnson. (1987). *Learning Together and Alone: Cooperation, Competition, and Individualization*. 2nd Edition. Englewood Cliffs, NJ: Prentice Hall.

Josephson Institute on Ethics (1990). *The Ethics of American Youth: A Warning and a Call to Action*. Marina Del Rey, CA.

Kellerman, B. (1984). *Leadership: Multidisciplinary Perspectives*. Englewood, NJ: Prentice Hall.

Lappé, F. M. and P. M. DuBois. (1994). *The Quickening of America: Rebuilding Our Nation, Remaking Our Lives*. San Francisco: Jossey-Bass.

Maryland Student Service Alliance, Maryland State Department of Education. Publishes service learning instructional materials. 200 West Baltimore Street, Baltimore, MD. 21201-2595.

Matusak, L. (1996). *Finding Your Voice*. San Francisco: Jossey-Bass.

Multicultural Education. Journal of the National Association for Multicultural Education. 3145 Geary Blvd. #275, San Francisco, CA 94118.

P.O.W.E.R. to Communicate, Practicing Oral And Written Expression Regularly to Communicate, A Multi-Disciplinary Course of Study for Teaching Effective Communication and Conflict Resolution Skills (1994), developed by Steven Nordfjord and Robin Amann for Montgomery County Public Schools, 850 Hungerford, Rockville, MD 20850.

Recycling Lessons for Grade 4 in Caring for the Earth (1994), developed by Dawn Thomas for the Department of Academic Programs, Division of Curriculum Coordination and Implementation, Montgomery County Public Schools, Rockville, MD 20850.

Slavin, R.E. (1982). *Cooperative Learning: Student Teams*. Washington, D.C.: National Education Association.

Soder, R., editor. (1996). *Democracy, Education, and the Schools*. San Francisco: Jossey-Bass.

Teaching Tolerance. A *Journal of the Southern Poverty Law Center*. 400 Washington Avenue, Montgomery, Alabama 36104

Wren, J.T. (1995). *The Leader's Companion: Insights on Leadership Through the Ages*. New York: The Free Press.

APPENDICES

APPENDIX A

PREDICTING HIGH SCHOOL STUDENT LEADERSHIP

Benjamin Schneider, Michelle C. Paul and Susan Schoenberger
University of Maryland at College Park

Notes used as a basis for a presentation at the Eleventh Annual Conference of the Society for Industrial and Organizational Psychology, April 26-28, 1996, San Diego, CA. The research reported here was funded by a grant from the U. S. Department of Education to the Center for Political Leadership and Participation at the University of Maryland. The study took place at John F. Kennedy High School's Leadership Training Institute. **Address all correspondence to Benjamin Schneider, Department of Psychology, University of Maryland, College Park, MD 20742, Phone: (301) 405-5927; Fax: (301) 314-9566; e-mail: ben@bss3.umd.edu.**

ABSTRACT

This presentation explores some personality, behavioral, and ability predictors of the leadership behaviors displayed by 229 high school students from the ninth through the twelfth grade. Results revealed that faculty ratings of student leadership behaviors are predictable by standard measures such as the Myers-Briggs Type Indicator, the Campbell Interest and Skill Survey, an LGD, and the Miner Sentence Completion Scale. In addition, we demonstrate that these predictors contribute significantly to the prediction of leadership over and above G.P.A. Some suggestions for future research on these young leaders are presented.

Introduction

Leadership research seeks to identify individuals with the potential to succeed as leaders. A groundbreaking program of research conducted during the 1950s and 1960s, called the Early Identification of Management Potential (EIMP) studies, revealed that the prediction of management effectiveness in the work place was possible based on individuals' reports of their early life history experiences (e.g., Campbell, Dunnette, Lawler, & Weick, 1970). Furthermore, research conducted with life history experience questionnaires (or Biodata) also illustrates the validity of the expression "the best predictor of future behavior is past behavior."

Given the thesis that past behavior predicts future behavior, it is surprising to find how little attention there has been in the I/O-OB literatures on the early identification of leadership potential. Most leadership research has been conducted on managers, military officers, and other adult workplace populations. These efforts concentrate on what makes these managers or officers good leaders in their current occupations and positions. However, there has been relatively little research on school-age populations to examine the kinds of early experiences during school years that might be reflected in effective leadership later in the workplace.

The current study extends previous work by investigating the very early identification of leadership potential in a high school age population. Here, we evaluate a set of predictors of high school leadership behavior (as rated by high school faculty) that are compatible with previous known predictors of leadership behavior in the work place.

As summarized by Yukl and Van Fleet (1992), the correlates of leadership in the workplace can be placed into three main categories: personality traits/motivations; behaviors; and individual skills/abilities. In terms of personality, effective leaders tend to be adaptable to situations, assertive, energetic, and willing to assume responsibility. Motivations important for leadership include a desire for power, a desire to compete with peers, and a positive attitude towards authority figures. The behaviors important for exhibition of leadership break into the two general factors of Consideration (people-oriented behaviors) and Initiating Structure (task-oriented behaviors), the most common conceptualization in the literature. The last group of leadership correlates concern the individual skills and abilities found to be important for effective leadership. Four main categories of skills and abilities have been identified: (1) Conceptual skills necessary include the ability to identify problems and opportunities, develop creative practical solutions to problems, and conceptualize complex ideas; (2) Knowledge of products and services, of work operations, procedures and equipment, and of markets, clients, and competitors comprise the Technical category of skills; (3) Administrative skills important for leadership include the ability to perform relevant managerial functions such as planning, delegating, and supervising; and (4) Interpersonal skills including the ability to deduce the motives, feelings, and attitudes of people from what they say and do, and the ability to maintain cooperative relationships with others.

Leadership Predictor Variables

When selecting the leadership predictor variables for the current study, we did not employ any grand theory of leadership. Rather, we sought to mirror the kinds of content areas that past leadership research has identified as important correlates of leadership. We intentionally selected measures from each of the four main content categories reviewed earlier to create a predictor set diverse in content as well as aligned with previous research and conceptualization of leadership behavior. In what follows, we first describe the leadership predictors we selected to include in our study. Then we will discuss the nature of our leadership criteria as well as the sample and methodology of the current effort.

Our first predictor variables were behavioral ratings from a Leaderless Group Discussion (LGD) exercise, an unstructured situation in which a group of people confront a problem they must solve as a group. Groups of four or five students were presented with a scenario (the "Lost at Sea" exercise) and given twenty minutes to discuss the problem and come to consensus regarding a solution (details concerning the actual stimulus materials may be obtained from the first author). The students in the group were rated by two raters on the degree to which they displayed two types of leadership behaviors, Socio-Emotional leadership behavior and Task-Goal leadership behavior (the specific definitions of these behaviors will be presented later). The interrater reliability of the ratings was .62 (Spearman-Brown value), indicating adequate reliability. The two kinds of leadership behaviors assessed via this LGD exercise were the same kinds of leadership behaviors assessed via the faculty ratings (the criteria), to be discussed shortly.

The second predictor used in this study was the Miner Sentence Completion Scale (MSCS; Miner, 1993), a projective measure assessing an individual's motivation to manage and lead along seven dimensions (see Table 1 for dimension names and definitions). Students responded to this measure by completing sentence stems; complete sentences were then analyzed for themes related to leading and managing in different contexts.

TABLE 1. MSCS DIMENSION NAMES AND DEFINITIONS.

Authority Figures - Has a positive feeling about authority figures, acts as an authority figure in most managing situations, uses his/her "expert status" to influence and direct others.

Competitive Games - Tends to manage and lead most effectively via his/her role in competitive games such as role-playing, simulations, and active exercises.

Competitive Situations - Manages and leads most effectively in competitive situations with high task orientation and tends to seek out situations where he/she competes with others.

Assertive Role - Is assertive and attempts exert influence or power over how tasks are accomplished.

Imposing Wishes - Tends to introduce own opinions and preferences to the group and attempts to persuade others to adopt those visions.

Standing Out From the Group - Manages and leads by asserting a clear leadership role and separating him/herself from other group members.

Routine Administrative Functions - Manages and leads by organizing, planning, and overseeing task progress and goal accomplishment.

Total Score - The sum of all seven scales scores, where higher numbers indicate more motivation to manage and lead.

SOURCE:
Miner, J. B. (1993). *Role Motivation Theories.* New York: Routledge.

The third predictor was the Myers-Briggs Type Indicator (MBTI; Myers & McCaulley, 1985), a forced-choice, self-report personality measure that attempts to classify people according to their orientation in the way they approach work tasks and life events. It is an inventory in which people make choices that reflect their preferences for styles of behavior, and classifies people along four dimensions (Extraversion-Introversion, Sensing-Intuition, Thinking-Feeling, Judging-Perceiving). Table 2 presents the definitions of these dimensions.

TABLE 2. MBTI DIMENSION NAMES AND DEFINITIONS.

Extraversion-Introversion - Indicates individuals' general attitude towards to world.

Extraverted (E) - personal direction is focused outward to other people and objects

Introverted (I) - attention and energy are focused on internal ideas, impressions, and internal representations of events.

Sensing-Intuition - Indicates how individuals prefer to orient to data from their own environments.

Sensing (S) - people attend to actual sensory realities and facts/details.

Intuition (N) - people have a global focus on insight and possibilities (sometimes a nearly unconscious judgment).

Thinking-Feeling - Indicates how individuals tend to judge information..

Thinking (T) - people use reasoning, logic, and objective analysis of cause and effect in decision making.

Feeling (F) - people base their decisions primarily on values and on subjective evaluation of person-centered concerns.

Judging-Perceiving - Indicates how individuals make decisions.

Judging (J) - a willingness to make prompt decisions, come to conclusions, a planned and organized approach to life..

Perception (P) - a preference for holding off on deciding while gathering more information, and a preference for a flexible and spontaneous approach to life and keeping options open.

SOURCE:

Willis, C. G. (1984). Myers-Briggs Type Indicator. In J. Hogan and R. Hogan (Eds.), *Business and Industry Testing*, (pp. 292-301). Austin, TX: Pro-Ed.

The fourth predictor of leadership behavior used in this research was the Campbell Interest and Skill Survey (CISS; Campbell, 1992), a measure of self-reported interest and self-perceived skills in different kinds of activities relevant to the work environment. Students' interests and skills in seven areas (Influencing, Organizing, Helping, Creating, Analyzing, Producing, Adventuring) are measured. Table 3 presents the definitions of these orientations.

BEST COPY AVAILABLE

TABLE 3. CISS ORIENTATION NAMES AND DEFINITIONS.

Influencing Orientation - these individuals lead and influence others, make things happen, take charge and willing to accept responsibility for the results, are confident of their ability to persuade others to accept their viewpoints, enjoy public speaking, and like to be visible in public.

Organizing Orientation - these individuals bring orderliness and planfulness to the working environment, plan procedures and directly supervise the work of others, emphasize efficiency and productivity, have high detail-orientation, and concentrate on solving the day-to-day problems that inevitably appear in organizations.

Helping Orientation - these individuals help and develop others through activities usually related to personal services (such as teaching or counseling), tend to be compassionate and deeply concerned about the well-being of others, and enjoy having close, personal contact with others.

Creating Orientation - these individuals see the world through innovative eyes and are frequently uncomfortable with traditional organizational constraints; they tend to create new products, new visions, and new concepts within typically artistic areas.

Analyzing Orientation - these individuals tend to be autonomous and work through problems for themselves alone or in small groups; they work with data and numbers and attempt to understand the world in a scientific sense.

Producing Orientation - these individuals usually work with tools, take on construction projects or repair mechanical breakdowns; they tend to engage in practical, hands-on, "productive" activities and like to be able to see the visual results of their labors.

Adventuring Orientation - these individuals are confident of their physical skills and often seek out excitement, like to confront competitive situations, and tend to work well in teams.

SOURCE:

Campbell, D. P., Hyne, S. A., & Nilsen, D. L. (1992). *Manual for the Campbell Interest and Skill Survey*. Minneapolis, MN: National Computer Systems, Inc.

In addition to these four predictors, cognitive ability information (operationalized here as a student's cumulative grade point average) was gathered for the students in the sample who provided written consent. This measure was also used as a predictor of leadership behavior.

Leadership Criteria

Two faculty members independently rated each student in the sample on the way they typically behave when in the company of other students. Thirteen facets of leadership behavior comprised the faculty ratings, but based on a priori hypotheses about the nature of these dimensions, they were grouped into two global dimensions, Socio-Emotional and Task-Goal leadership behavior (internal consistency reliability of .93 and .97, respectively). One should note that these two dimensions correspond

to the common two-factor taxonomy of leadership behavior discussed previously (Consideration and Initiating Structure). A seven-point Likert scale was used for the ratings, with "1" indicating "Never or almost never does this" and "7" indicating "Always or almost always does this." The interrater reliability across both ratings was .69 (Spearman-Brown value), indicating adequate reliability.

A student described as exhibiting a high degree of Socio-Emotional leadership behavior helps resolve conflicts between others constructively, regulates and facilitates the equal participation of all, is friendly and supportive of others, suggests norms and encourages others to follow those norms, and asks others for their perceptions of how things are working from an interpersonal point of view. Students exhibiting a high degree of Task-Goal leadership behavior tend to propose goals and solutions and push others toward accomplishing them, emphasize hard work and task orientation, keep others "on track," solicit information about goal accomplishment and consensus about goals, and clarify confusions or misunderstandings. In sum, faculty ratings of students' exhibition of these two leadership behaviors constituted the criteria for the present study.

Sample Demographics

The sample for the present study consisted of 229 high school students belonging to a leadership program in their Mid-Atlantic public high school. The sample was essentially equally segmented by membership in the 9th, 10th, 11th, and 12th grades, and composed of approximately 40% male and 60% female students. The ethnic/racial breakdown of the sample was quite mixed, most probably due to the diversity of the metropolitan region where the high school is located. 19% of the sample were African American students, while 19% were Asian, 35% Caucasian, 4% Hispanic and the remainder were classified as "other" or were missing data.

Method

Students responded to the battery of predictor measures during the Spring of 1995 (hereafter referred to as Time 1). The same students were then rated by faculty on the two dimensions of leadership behavior discussed above (Socio-Emotional and Task-Goal) about eight months later during the Fall of 1995 (hereafter referred to as Time 2).

Results

Since our research took an exploratory perspective (we were interested in discovering which of the predictor measures we selected were in fact correlates of the leadership ratings), we first examined the zero-order correlations among the four predictors (Time 1 data) and the two leadership criteria (Time 2 data). Table 4 shows these zero-order correlations.

TABLE 4. ZERO-ORDER CORRELATIONS.

	Socio-Emotional	Task-Goal
LGD		
Socio-Emotional		
Task-Goal		0.26
Miner Scales		
Authority Figures	0.26	
Competitive Games		
Competitive Situations		
Assertive Role		
Imposing Wishes		0.27
Standing Out		
Routine Admin. Functions		
Total Score		
MBTI		
Extraversion-Introversion		
Sensing-Intuition	-0.24	
Thinking-Feeling (Female)		
Thinking-Feeling (Male)		
Judging-Perceiving	-0.49	-0.40
CISS Interest Orientations		
Influencing		0.21
Organizing		
Helping		0.20
Creating		
Analyzing		
Producing		
Adventuring		
CISS Skill Orientations		
Influencing	0.33	0.30
Organizing	0.24	0.28
Helping	0.28	0.28
Creating	0.20	
Analyzing		
Producing		
Adventuring		

BEST COPY AVAILABLE

Note: Only significant correlations are presented ($p < .05$).

We note several interesting results in Table 4. First, the overall pattern of correlates shows the Judging-Perceiving (JP) dimension of the MBTI to be a consistent predictor of both leadership behaviors. One may note that the correlations between the leadership behaviors and the Judging-Perceiving and Sensing-Intuition scales are negative. Higher scores reflect stronger "Perceiving" and "Intuition" characteristics, while lower scores reflect stronger "Judging" and "Sensing" characteristics. Thus, these negative correlations indicate that individuals who can be described as more "Judging" and "Sensing" tend to display the kinds of leadership behavior investigated here. Another interesting aspect of the data in Table 4 concerns the differences in patterns of prediction between the CISS Interest and Skill Orientations. When comparing the two, one can see that the students' self-reported skills are more consistent predictors of the leadership behavior ratings than their self -reported interests.

After seeing these general patterns in our data, we then asked the following question: "If we optimally weight those predictors identified by the zero-order correlations to be significant predictors, to what extent can we predict leadership behavior?"

A stepwise regression was performed to predict Socio-Emotional leadership behavior from the set of predictors shown to be significant in the zero-order correlations presented in Table 4. Three predictors (MBTI Judging-Perceiving, CISS Influencing Skill, Miner Authority Figures, in order of importance) emerged that, as a set, explain 40% of the variance in faculty ratings of the Socio-Emotional leadership behavior (R^2 = .40). Therefore, individuals who can be characterized as "Judging" (willing to make prompt decisions, come to conclusions, and have a planned and organized approach to life), have higher self-reported skills in "Influencing" (who tend to lead and influence others, make things happen, take charge and are willing to accept responsibility for the results), and have higher scores on the MSCS "Authority Figures" scale (who have a positive attitude towards authority figures) are more likely to exhibit Socio-Emotional leadership behaviors, at least as judged by faculty.

Similarly, a stepwise regression was performed to predict Task-Goal leadership behavior, entering the set of predictors shown to be significant (based on the zero-order correlations presented in Table 4). Three predictors (MBTI Judging-Perceiving, CISS Influencing Skill, LGD Task-Goal, in order of importance) emerged that, as a set, explain 35% of the variance in faculty ratings of the Socio-Emotional leadership behavior (R^2 = .35). Interestingly, the first two predictors identified in the regression equation for predicting Task-Goal leadership behavior were the same as the first two predictors of Socio-Emotional leadership behavior: MBTI Judging-Perceiving and CISS Influencing

Skill. These, in combination with higher ratings on Task-Goal leadership behavior in the LGD predict faculty ratings of Task-Goal leadership behaviors.

We see from these stepwise regressions that the MBTI Judging-Perceiving dimension and the CISS Influencing Skill scale predict exhibition of both types of leadership behavior. These findings suggest that these two factors are central to high school student leadership behavior. Students who are willing to make prompt decisions and have a planned and organized approach to life tend to exhibit both kinds of leadership behaviors. Perhaps these students can act more quickly, because they do not wait and collect more information before making a decision (as would Perceiving individuals). Incidentally, these MBTI results converge nicely with McCaulley's finding that leaders are more likely to reach closure (one characteristic of Judging individuals) than to miss nothing (a characteristic of Perceiving individuals) (as discussed in Bass, 1990).

We also see in these stepwise regressions that both types of leadership behavior have a distinct predictor. More specifically, Socio-Emotional leadership behavior was, in part, predicted by an individual's score on the MSCS Authority Figures scale, suggesting that individuals who have a positive feeling about authority figures can maintain effective relations with superiors, develop the upward influence necessary to be a good leader (as discussed in Bass, 1990) and thus display more Socio-Emotional leadership behavior. Furthermore, Task-Goal leadership behavior was, in part, predicted by an individual's LGD Task-Goal behavior rating, a logical finding suggesting that individuals who exhibited Task-Goal leadership behavior during the group exercise also displayed these Task-Goal leadership behaviors in the judgment of faculty.

The last conclusion we derived from these stepwise regression analyses concerns the relatively large amount of variance in leadership behavior that can be explained by these predictor sets. As seen from the magnitude of the R^2s just reported, between 35 and 40 percent of the variance in faculty ratings is accountable for by these predictors, equivalent to $\underline{r}$'s of approximately .60 or greater. While we certainly are aware of the fact that these are non-cross validated multiple R^2s, the magnitude of these relationships certainly is substantial.

Cognitive Ability

Another question relevant to the current effort concerns the influence of ability in the prediction of leadership behavior. The identification of meaningful behavioral-, motivational-, personality-, and skill-related predictors of leadership behavior is interesting, but we can also ask about the relevant contribution of ability to the prediction of leadership behavior. Previous research has examined this issue and naturally found support for the unique

effects of ability in the prediction of leadership (Howard & Bray, 1989). Thus, in the current research, we operationalized ability as a student's cumulative grade point average at Time 1, and found ability to also be strongly related to both types of leadership behaviors (r = .41 and .61, for Socio-Emotional and Task-Goal behaviors, respectively).

We conducted a series of hierarchical regression analyses to answer two questions. First, does cognitive ability contribute to the prediction of leadership behavior over and above the more personality and behavior-based measures? Hierarchical regression results (with those predictors identified as significant from the zero-order correlation matrix entered together in Block 1, followed by ability in Block 2) showed ability to contribute uniquely to the prediction of both types of leadership behavior. While the personality and behavior-based data explained 40% of the variance in Socio-Emotional leadership behavior (R^2 (personality data) = .40), the addition of Ability produced a .05 (p = .041) change in R^2. Similarly, personality data explained 35% of the variance in Task-Goal leadership behavior (R^2 (personality data) = .35) and the addition of Ability produced a .15 (p = .000) change in R^2. Therefore, we can preliminarily conclude based on these results that cognitive ability predicts leadership behavior over and above personality.

Our second question posed the reverse question: Does personality contribute to the prediction of leadership behavior over and above cognitive ability? Hierarchical regression results (this time with ability entered in Block 1, followed by our significant predictor set in Block 2) again indicated that our more personality-based predictors contributed uniquely to the prediction of both types of leadership behavior. While Ability explained 16% of the variance in Socio-Emotional leadership (R^2 (ability) = .16), the addition of the personality and behavior data produced a .28 (p = .001) change in R^2. Likewise, Ability explained 37% of the variance in Task-Goal leadership (R^2 (ability) = .37) but the addition of the personality data created a .13 (p = .020) change in R^2. Therefore, we can conclude that our significant predictors p.. lict leadership over and above cognitive ability.

These results suggest that both ability and personality each made unique contributions to the prediction of the leadership behavior of the high school students we studied. In addition, one might note that when evaluating the relative magnitude of the unique effects of ability and personality, the increments in R^2 resulting from the addition of the more personality-based predictor set to ability were greater than those when ability was added into the regression after the personality predictors.

Summary and Discussion

The multi-method approach. The present study sought to identify a set of measures that predict leadership behaviors exhibited by high school students. When selecting our predictor measures (as discussed previously), we took a multi-method approach, attempting to reflect the same content categories found in the leadership literature. It is perhaps worth repeating that the four measures used here for assessment varied in their focus: a behavioral measure (the LGD), a projective measure (the MSCS), a measure of personality (the MBTI), and a measure of interests and skills (the CISS).

This diverse, multi-method approach was chosen with the hope that the different measures would yield somewhat different insights into which students are more likely to display leadership behaviors. Not only did we find several significant relationships between our predictors and the leadership criteria, we also found that both types of leadership behavior were predicted by different combinations of these predictors. This is encouraging, for it suggests that our research (which has a high school age focus) does in fact converge with the established literature on predicting managerial effectiveness and leadership in the workplace.

In fact, as shown by the stepwise regression results, both types of leadership behavior were predicted by multiple measures, as well as various conceptual dimensions within those measures. Instead of finding complete consistency among all the measures, we "triangulated" on leadership and found that a component of one measure (the Miner Authority Figures, for example) predicted the Socio-Emotional type of leadership behavior, while a component of another measure (the Task-Goal LGD rating, for example) predicted the Task-Goal type of leadership behavior. We also found that two elements of our predictor set (the MBTI Judging-Perceiving dimension and the CISS Influencing Skill scale) predicted both types of leadership behavior. These results further support the utilization of multi-method approaches in research.

Another conclusion that emerges from this study concerns the relative contributions of ability and our personality predictor set to the prediction of high school leadership behavior. We found that both ability and the predictor set have unique contributions when predicting leadership behavior. We find that ability predicts leadership over and above personality and that personality predicts leadership over and above ability. Furthermore, the unique contribution of personality seems to be greater -- an encouraging finding for personality researchers.

Leadership intervention evaluation. In addition to the present question of "What kinds of skills, interests, personality characteristics, motivations, and behaviors predict leadership?" the effectiveness of leadership-building interventions is also of interest to us. Now that we have identified a set of correlates of high school leadership behavior, we are in a position to evaluate the effectiveness of high school-level interventions in fostering the development of students' leadership potential. Unfortunately, since all members of the present sample belong to the leadership program at their high school, we could not investigate how the present leadership program affected the display of these leadership behaviors relative to students not in the program. We are fortunate to have recently begun collecting data from another sample of students in the same high school who are not enrolled in the leadership program, and who appear to be fairly well matched on demographic and ability-related factors. Data from this group (both predictor and criterion), may permit some examination of the effects of the leadership program on students' display of leadership behaviors, a logical and necessary extension of the current effort.

Parental child-rearing practices, parental personality characteristics, and high school leadership behavior. Another extension of the current effort considers the possible relationships between what occurs in the home and subsequent leadership behavior exhibited by the high school students studied here. More specifically, we propose to test the idea that the types of child-rearing practices high school students experience might be significantly related to both the level and the type(s) of leadership behavior they reveal in school. While leadership behavior has not been an explicit focus of the effects of child-rearing practices on later behavior, the more generic issue has certainly received attention in the educational and counseling psychology literatures. Holland (1985), for example, documents the importance of early childhood experiences on later vocational choice, Erikson's (1963, 1968) theory of the development of identity clearly emphasizes the centrality of interactions in the home early in development and, in perhaps the central early study of the effects of child-rearing on later behavior, Hollingshead (1946) showed how the milieu of adolescents has dramatic effects on their displayed behavior. What we are suggesting is that it might be fruitful to explore the role these early experiences have on the display of high school leadership behavior. In this regard, a measure like the Q-Sort Inventory of Parenting Behavior (Lawton, et al., 1983; as cited in Gfellner, 1990) could prove useful.

It follows that, if child-rearing practices are related to subsequent youth leadership behavior, parent personality might also be related to youth leadership behavior. We propose that future research might fruitfully explore the

relationship between the personality characteristics of parents (as measured, for example, by the MBTI) and the leadership behavior of their high school-age children. In combination with the findings regarding child-rearing practices, we could produce "profiles" of the kinds of home environments, including the personality attributes of parents, most conducive to the observation of high school leadership behavior.

Curriculum development and proposed longitudinal study. The present results concerning the correlates of high school leadership behavior are somewhat suggestive of potential developments in high school curricula pending, of course, data from the "control" group mentioned earlier. We and the Center for Political Leadership and Participation at the University of Maryland, along with a group of school administrators, are currently developing a nationwide curriculum guide for school instructors (in conjunction with a grant from the U.S. Office of Education). Through the application of these findings (among other research) to curricula (and ultimately to educational policy), we hope to promote an emphasis on the early identification of leadership in school-age individuals.

In addition to leadership program evaluation and curriculum development, the current effort would be strengthened by a long-term research program. We hope to acquire a grant to track these students over at least a ten year period. This research could further illuminate the relationships of this behavior-, motivation-, personality-, and interest- and skill-related information to managerial effectiveness in later young adult life. We hope to be able to extend these findings of the very early predictors of leadership to subsequent organizational membership and leadership displayed in the workplace.

References

Bass, B. M. (Ed.) (1990). *Bass & Stogdill's Handbook of Leadership: Theory, Research and Managerial Applications (3rd Ed.)*. New York: Free Press.

Campbell, D. P., Hyne, S. A., & Nilsen, D. L. (1992). *Manual for the Campbell Interest and Skill Survey*. Minneapolis, MN: National Computer Systems, Inc.

Campbell, J. P., Dunnette, M. D., Lawler, E. E., III., & Weick, K. E. (1970). *Managerial Behavior, Performance, and Effectiveness*. New York: McGraw-Hill.

Erikson, E. H. (1963). *Childhood and Society, 2nd ed.* New York: Norton.

Erikson, E. H. (1968). *Identity: Youth and Crisis*. New York: Norton.

Gfellner, B. M. (1990). Culture and Consistency in Ideal and Actual Child-rearing Practices: A Study of Canadian Indian and White Parents. *Journal of Comparative Family Studies*, 21(3), 413-423.

Holland, J. L. (1985). *Making Vocational Choices*. Englewood Cliffs, NJ: Prentice-Hall.

Hollingshead, A. B. (1949). *Elmtown's Youth*. New York: Wiley.

Howard, A., & Bray, D. W. (1989). Predictors of Managerial Success Over Long Periods of Time. In M. B. Clark & K. E. Clark (Eds.), *Measures of Leadership*. West Orange, NJ: Leadership Library of America.

Miner, J. B. (1993). *Role Motivation Theories*. New York: Routledge.

Myers, I. B., & McCaulley, M. H. (1985). *Manual: A Guide to the Development and Use of the Myers-Briggs Type Indicator*. Palo Alto, CA: Consulting Psychologists Press.

Willis, C. G. (1984). *Myers-Briggs Type Indicator*. In J. Hogan and R. Hogan (Eds.), *Business and Industry Testing*, (pp. 292-301), Austin, TX: Pro-Ed.

Yukl, G. (1994). *Leadership in Organizations (3rd Ed.)* Englewood Cliffs, NJ: Prentice-Hall.

Yukl, G., & Van Fleet, D. D. (1992). Theory and Research on Leadership in Organizations, In M. D. Dunnette and L. M. Hough (Eds.), *Handbook of Industrial and Organizational Psychology (2nd Ed.)* (pp. 147-198), Palo Alto, CA: Consulting Psychologists Press, Inc.

APPENDIX B

1995 CIVICQUEST INSTITUTE ON LEADERSHIP EDUCATION PARTICIPANTS

John Adams, Kennedy High School
Greg Bowman, Kennedy High School
Julie Bryant, Eastern Middle School
Shirley Calliste, Lee Middle School
June Cayne, Kemp Mill Elementary School
Cynthia Cowan, Glenallan Elementary School
Rosemary Dapena-Fakri, Argyle Middle School
Don DeMember, Kennedy High School
Fotini Economides, Einstein High School
Joe Gannon, Kennedy High School
Jim Holland, Kennedy High School
Donna Hunter, Kennedy High School
Diane Jordan, Bel Pre Elementary School
Derek Kelley, Key Middle School
Karen Laureno, Kemp Mill Elementary School
Geoffrey Marshall, Key Elementary School
Alice McGinnis, Glenallan Elementary School
Christine Miller, Bel Pre Elementary School
Daria Pogan, Glenallan Elementary School
Janet Rodkey, Kennedy High School
Jeff Schultz, Kennedy High School
Carol Starr, Kennedy High School
Dorothy Sturek, Piney Branch Elementary School
Mike Tiles, Kennedy High School
Jerry Webster, Kennedy High School
Hillary Wilson, Rock View Elementary School

APPENDIX C
CONTRIBUTORS

Kathy Postel Kretman, the CivicQuest Project Director, is a political scientist who has spent much of her career directing citizen initiatives. She has been a proponent of student service and has worked with classroom teachers to infuse citizen action and community service into the social studies and science curriculum. Dr. Kretman practices what she "preaches" professionally and as a community activist. Formerly, she was the National Program Director for People for the American Way, where she directed a committee of scholars in the review of high school U.S. history textbooks up for adoption in Texas. At the Center for Corporate Public Involvement, she served as an advisor to chief executive officers on public/private sector partnerships.

Juana Bordas is the President of Mestiza, a Multicultural Consulting Group and adjunct faculty at the Center for Creative Leadership. She managed non-profit corporations for sixteen years, which included being the founding president and CEO of the National Hispana Leadership Institute, and a founding executive director of Mi Casa Women's Center in Denver. Ms. Bordas has written several publications which foster diversity in America. Most recently, she has written *Follow the Leader: Women's Ways of Mentoring*. She was honored as a "Wise Woman" by the National Center for Women and Policy Studies.

Gill Robinson Hickman is currently a professor of Leadership Studies in the Jepson School of Leadership Studies at the University of Richmond. Her career has involved both administrative and academic appointments in the California State University system. Dr. Hickman's position as Director of Personnel for the Ontario-Montclair School District provided the foundation for her later work in transforming organizations, using Kennedy High School's Leadership Training Institute as a model. Her work has garnered international attention, most recently at the Salzburg Leadership Seminar in Austria and the University of the Western Cape in South Africa. Dr. Hickman has just completed a leadership curriculum publication for higher education, *Teaching Leadership for a Diverse Society*.

Jeff Schultz is a career educator who has been with the Montgomery County Public Schools in Maryland for thirty-two years. He has taught grades 7-12 and has worked with diverse students. He is the cofounder and director of Kennedy High School's Leadership Training Institute. Mr. Schultz has spoken at the Jepson Leadership Conference, the A.K. Rice Institute, The Eisenhower Leadership Group, and at Kellogg's Leadership Conference. He believes that public education must be responsible not only for creating future leaders, but for creating informed citizens.

Carol Starr is a teacher trainer in the Office of Enriched and Innovative Instruction in Montgomery County Public Schools. She taught and wrote interdisciplinary world history and literature curriculum in the Leadership Training Institute at Kennedy High School. She has also served as Middle School Interdisciplinary Resource Teacher and Curriculum Developer. She returned to the education field eleven years ago after working as a human relations trainer and staff member on the U.S. Senate Finance Committee. Ms. Starr believes that students learn best when they can tap leadership skills that integrate "hands-on" experiences with the local and global community.

APPENDIX D
ACKNOWLEDGEMENTS

Collaboration is a theme that runs throughout *Learning Leadership*; it has been the model for our CivicQuest Project, as well. I'm grateful to the many people who have collaborated in the design, the field testing, and the critical review of our work.

Since the outset of this initiative, James MacGregor Burns has been a guiding light--in person and in writing. Professor Burns's work has informed our philosophy of leadership, enriched our vision, and transformed the way our students think about the moral challenges and responsibilities of leadership.

We have been equally fortunate to have as our partners a group of creative, energetic, and risk-taking teachers and students at Kennedy High School. The vision and "can do" attitude of the LTI Director, Jeff Schultz, has made anything and everything possible. The talent and commitment of the LTI faculty -- John Adams, Greg Bowman, Don DeMember, Jim Holland, Janet Rodkey, Carol Starr, and LTI co-founder Jeanne Klugel -- demonstrate teaching at its best. Principal Steve Lanham Tarason deserves the credit for creating a school environment that has allowed leadership to emerge, in both students and faculty.

Kennedy's parents have been partners in this initiative since day one. Parents conceived of the idea of a leadership training program and continue to play a vital role as advocates and advisors. Special thanks go to Lisa Levin Itté, a community leader who provided the vision, and Sarah Pullen, whose current leadership in the Kennedy School cluster has garnered continued Board of Education and community support.

Paul Vance, Superintendent of Montgomery County Public Schools (MCPS), and Marlene Hartzman, Director of Educational Accountability, have enthusiastically supported our work from the outset. They have paved the way for leadership education to become part of all education, not just at Kennedy High School. Sue Jeweler and Linda Barnes-Robinson, exemplary educators in the MCPS system, have contributed their expertise in the vital area of conflict resolution. We also are grateful to the talented MCPS teachers who attended our Institute on Leadership Education and then piloted their own leadership lesson plans. The results of their efforts appear in Chapter Three.

My deep appreciation goes to Donald Bigelow, Director of the U.S. Department of Education's Dwight D. Eisenhower Leadership Development Program, whose commitment to our youth, our schools, and our democratic society is unsurpassed. The support we received from the Eisenhower Program has allowed us to extend our partnership to other University of Maryland departments and faculty. Working in conjunction with Kennedy High School, Benjamin Schneider, Professor of Psychology, and Graduate Assistant Michele Paul are conducting a groundbreaking study of the early predictors of leadership in school-age populations. The University's School of Education Professor Judith Torney-Purta, Department of Government and Politics Chairperson John Wilkenfeld, and ICONS staff Betsy Kielman and Beth Blake selected Kennedy's LTI students as the U.S. representatives in an electronic focus group meeting of high school students in five countries.

We are all grateful to the members of the Kellogg Transforming Leadership Group, who "adopted" the LTI. Special thanks go to Gill Hickman and Juana Bordas, who have been advisors throughout the project and contributors to *Learning Leadership*. Our colleagues at the University of Richmond's Jepson School of Leadership have generously allowed us to adapt their *Foundations of Leadership* course for a high school audience (See Chapter Two).

There has been a growing recognition in our community of the importance of preparing youth for their roles as citizen leaders. Leadership Montgomery should be applauded for making youth leadership a priority.

CivicQuest would not have been possible without the support of my colleagues at the Center for Political Leadership and Participation. My special thanks go to the Center Director Georgia Sorenson, Bruce Adams, Mary Boergers, Jim Burns, Rob Fox, Michele Giovannini, Samantha Hughes, Effie Lewis, Marcy Levy, Nance Lucas, Bea Poulin, and Scott Webster--all of whom played an important role at one stage or another. Many, many thanks to Barbara Shapiro for her superb editorial work, a difficult task at best, and to Melonie Morgan of University Printing Services, who designed the guide.

And, finally, to the first LTI graduates, the Class of 1996, thanks for inspiring us all.

Kathy Postel Kretman

LEARNING LEADERSHIP:
A CURRICULUM GUIDE FOR A NEW GENERATION

For additional information about the John F. Kennedy High School Leadership Training Institute and curriculum, please contact:

Jeff Schultz, LTI Director
John F. Kennedy High School
1901 Randolph Road
Silver Spring , Maryland 20902
Phone: (301) 929-2134
Fax: (301) 929-2124

To order additional copies of *Learning Leadership: A Curriculum Guide for a New Generation*, contact:

Center for Political Leadership and Participation
1126 Taliaferro Hall
University of Maryland
College Park, MD 20742
Phone: (301) 405-5751
Fax: (301) 405-6402